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ABSTRACT

This evaluation attempts to measure the extent and effectiveness of ESEA Title I programs designed to meet the needs of disadvantaged children and apprizes the public and the legislature of program outcomes. This report is based on the individual evaluations prepared by 40 local education agencies operating Title I programs. During 1970-71, 15,993 children participated in Title I projects in the State at an expenditure per student of $230.81. Data included in the report include those on basic State statistics on enrollment and expenditures; grade placement, racial characteristics, and nonpublic school enrollment of the children served by the programs; program characteristics; and an evaluation of the reading program. In addition to the conclusions drawn, recommendations are made for future programs. Related documents are ED 053 468 and ED 054 283. (MLF)

ED 074601

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Fred G. Burke, Commissioner

TO: Mr. Richard L. Fairley
Acting Director
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FROM: Edward T. Costa
Coordinator, Compensatory Education

SUBJECT: State Annual Evaluation Report, P.L. 89-10, Title I, ESEA Projects, Fiscal Year Ending June 30, 1971

The attached report is submitted to the U.S. Office of Education in response to Section 116.22 of the Elementary and Secondary Education Act of 1965, as amended by P.L. 91-230.

The 1970-71 Title I Evaluation from Rhode Island is based on the individual evaluations prepared by 40 local education agencies operating Title I programs. Fiscal year 1971 was the sixth year that local districts received Federal funds for providing compensatory education designed to meet the needs of disadvantaged children.

The report which follows fulfills the obligations of Rhode Island to file an annual evaluation report with the United States Office of Education. Title I programs had a rather profound impact upon the achievement of educationally deprived students in the State. We would like to make grateful acknowledgement of the assistance of all those who furnished information and contributed their time and efforts toward publication of this report.

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EA 004 938

ED 074601

TITLE I

ELEMENTARY AND SECONDARY EDUCATION ACT IN RHODE ISLAND

SIXTH ANNUAL EVALUATION

FISCAL YEAR 1970-71

***

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EA 004 938

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CHAPTER 1

BASIC STATE STATISTICS

A. TITLE I

Tables 1-1, 1-2, and 1-3 present basic information about participating Local Educational Agencies, numbers of pupils and money expended.

TABLE 1-1

RHODE ISLAND STATISTICS

Total number of operating LEAs in the State	40
Number of LEAs participating in Title I	40
Number of Title I projects	94
Academic year - 74 Summer - 20	
Number of pupils who participated in Title I programs	15,993
Academic year - 10,922 Summer - 5,071	

TABLE 1-2

1970-71 ACADEMIC YEAR TITLE I EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICT

LEAs	Expended	Enrollment	
		Public	Non-Public
Barrington	$ 15,995	24	0
Bristol	32,806	152	20
Burrillville	52,163	49	0
Central Falls	80,037	164	46
Charlestown			
Coventry	5,554	24	0
Cranston	117,336	182	23
Cumberland	21,843	104	0
East Greenwich	17,242	110	37
East Providence	116,758	672	30
Foster	2,666	31	0
Glocester	1,886	87	0
Hopkinton	6,237	32	0
Jamestown	12,184	41	0
Johnston	52,554	157	17
Lincoln	18,746	41	11
Little Compton	2,718	25	0
Middletown	110,973	776	14
Narragansett	7,847	12	0
Newport	164,696	598	61
New Shoreham	818	52	0
North Kingstown	55,280	136	0
North Providence	51,172	121	5
North Smithfield	6,449	70	0
Pawtucket	350,852	418	84
Portsmouth	57,032	320	0
Providence	1,218,152	4101	318
Richmond	5,805	19	0
Scituate	4,835	22	0
Smithfield			
South Kingstown	28,649	110	0
Tiverton	28,154	97	0
Warren	39,747	46	0
Warwick	139,292	338	65
Westerly	25,735	91	0
West Warwick	48,891	160	14
Woonsocket	254,419	420	163
Exeter-West Greenwich	18,408	90	0
Chariho	12,805	53	0
Foster-Glocester	10,595	69	0

TABLE 1-3

1971 SUMMER TITLE I EXPENDITURES AND NUMBER OF PARTICIPANTS BY SCHOOL DISTRICT

LEAs	Expended	Enrollment	
		Public	Non-Public
Barrington	$ 6,528.	46	0
Bristol	17,177	219	27
Burrillville			
Central Falls	14,928	98	30
Charlestown	4,072	18	0
Coventry	36,688	157	43
Cranston	19,011	128	10
Cumberland			
East Greenwich			
East Providence			
Foster			
Glocester			
Hopkinton			
Jamestown	2,294	15	0
Johnston			
Lincoln	7,160	14	1
Little Compton			
Middletown	60,291	465	19
Narragansett			
Newport	26,415	97	7
New Shoreham			
North Kingstown	21,236	277	0
North Providence			
North Smithfield			
Pawtucket	52,513	373	29
Portsmouth			
Providence	329,284	2,092	304
Richmond			
Scituate			
Smithfield	28,830	74	70
South Kingstown	11,350	35	3
Tiverton			
Warren			
Warwick	22,507	154	11
Westerly			
West Warwick			
Woonsocket	73,283	328	35
Exeter-West Greenwich Chariho Foster-Glocester	7,702	20	0

Enrollment and Expenditure

During 1970-71, 15,993 children participated in Title I projects in the State of Rhode Island. During the six years in which Title I funds have been available, over 100,000 children in Rhode Island have received services funded by ESEA, Title I. Table 1-4 shows the number of children who have been served since 1965, the amounts of total funds expended and the annual average per pupil cost each year.

TABLE 1-4

NUMBER OF PARTICIPANTS AND FINANCIAL DATA OF TITLE I PROGRAMS: 1965-71

Year	Unduplicated Count of Children			Funds Expended	Average Per Pupil Cost
	Public	Non-Public	Total		
65-66	13,604	2,842	16,446	$2,896,351.98	$176.11
66-67	14,118	3,589	17,707	3,578,640.00	202.10
67-68	17,909	3,168	21,077	3,379,749.00	160.35
68-69	14,611	2,093	16,704	3,100,856.00	185.64
69-70	15,133	1,710	16,843	3,464,714.00	205.71
70-71	14,526	1,467	15,933	3,677,557.00	230.81

During the year 1967-68 an all time high of 21,077 children participated in Title I programs. A purposeful effort to limit the number served so that the impact on each child could be increased was made at that time and the result was a cut-back in the number of participants in the following year. The number served during the past three years has not changed significantly, but the funds expended have increased somewhat with the result that the average per pupil cost has increased this year over all previous years. The per pupil Title I costs this year were $230.81.

In addition to the $230.81 of Title I services, Rhode Island children were recipients of educational programs and services from non-Title I funds costing an average of $901.42. In all, then, each Rhode Island Title I child received an average of $1,132.23 worth of school services.

The distribution of Title I monies expended is shown in Table 1-5 and Figures 1-1, 1-1A, and 1-1B. Monies can be designated as having been spent on instructional activities, service activities, program administration, capital outlay, fixed charges, maintenance, and operation of plant. The largest amount of money was spent on instructional activities; it represents 66% of the total expended. Service activities account for 16% of the total expended; administration 12%, and the remaining 6% was expended for capital outlay, fixed charges, maintenance and operation of plant.

The largest expenditure was for reading activities; 39% of all Title I monies was expended for reading instruction. English as a second language was the second largest program and accounted for an expenditure of 6%, followed by special activities for the handicapped and mathematics each having expenditures of 4% of the total. That service activity for which the largest amount was spent was guidance and counseling; it accounted for 3% of the total expended. The next largest expenditures in the service area were in school social work, attendance, and medical areas.

TABLE 1-5

TITLE I EXPENDITURES
1970-71

Instructional Activities		Approximate Percentages of Instructional Activities	Approximate Percentages of Total Expenditures
Art	$ 40,453	1.66	1.10
Business Education	14,710	.06	.04
Cultural Enrichment	80,906	3.33	2.20
English-Reading	1,254,047	51.59	34.10
English-2nd Language	198,588	8.17	5.40
English-Speech	33,098	1.36	.09
English-Other	22,065	.09	.06
Health/Phys.Ed./Recreation	47,808	1.97	1.30
Industrial Arts	36,776	1.51	1.00
Mathematics	150,780	6.20	4.10
Music	29,420	1.21	.08
Natural Science	33,098	1.36	.09
Social Science	44,131	1.82	1.20
Sp. Activities for Handicapped	121,359	4.99	3.30
Pre-K. and Kindergarten	55,163	2.27	1.50
Other Instructional Activities e.g Drop-out, Consultants, In-service, Tutorial	268,462	11.04	7.30
TOTAL COST OF INSTRUCTIONAL ACTIVITIES	2,430,864		

Service Activities		Approximate Percentages of Service Activities	
Attendance	77,229	13.55	2.10
Clothing	44,131	7.74	1.20
Food	55,163	9.68	1.50
Guidance and Counseling	106,647	18.71	2.90
Health-Dental	7,005	1.23	.02
Health-Medical	51,486	9.03	1.40
Library	7,705	1.35	.02
Psychological	11,033	1.93	.03
School Social Work	84,584	14.84	2.30
Speech Therapy	25,743	4.52	.07
Transportation	69,874	12.26	1.90
Sp. Services for Handicapped	11,033	1.93	.03
Other Service Activities	18,388	3.23	.05
TOTAL COST OF SERVICE ACTIVITIES	570,021		
ADMINISTRATIVE COSTS	430,398		11.70
CAPITAL OUTLAY, FIXED CHARGES MAINTENANCE, OPERATION OF PLANT	246,274		6.70
GRAND TOTAL	$3,677,557		

FIGURE 1-1

TITLE I TOTAL EXPENDITURES
ACADEMIC YEAR
1970-71

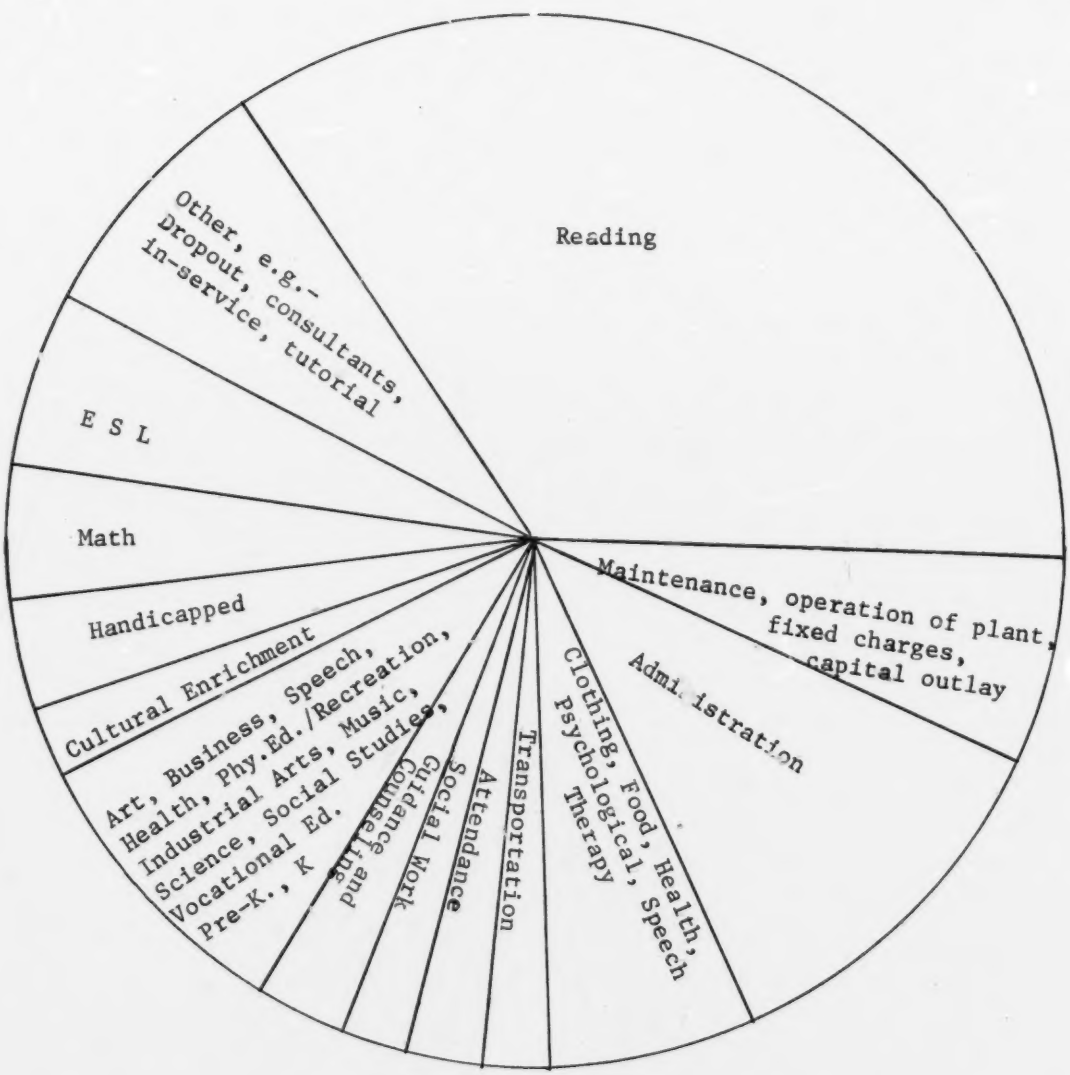


FIGURE 1-1 A

TITLE I EXPENDITURES

INSTRUCTIONAL ACTIVITIES
1970-71

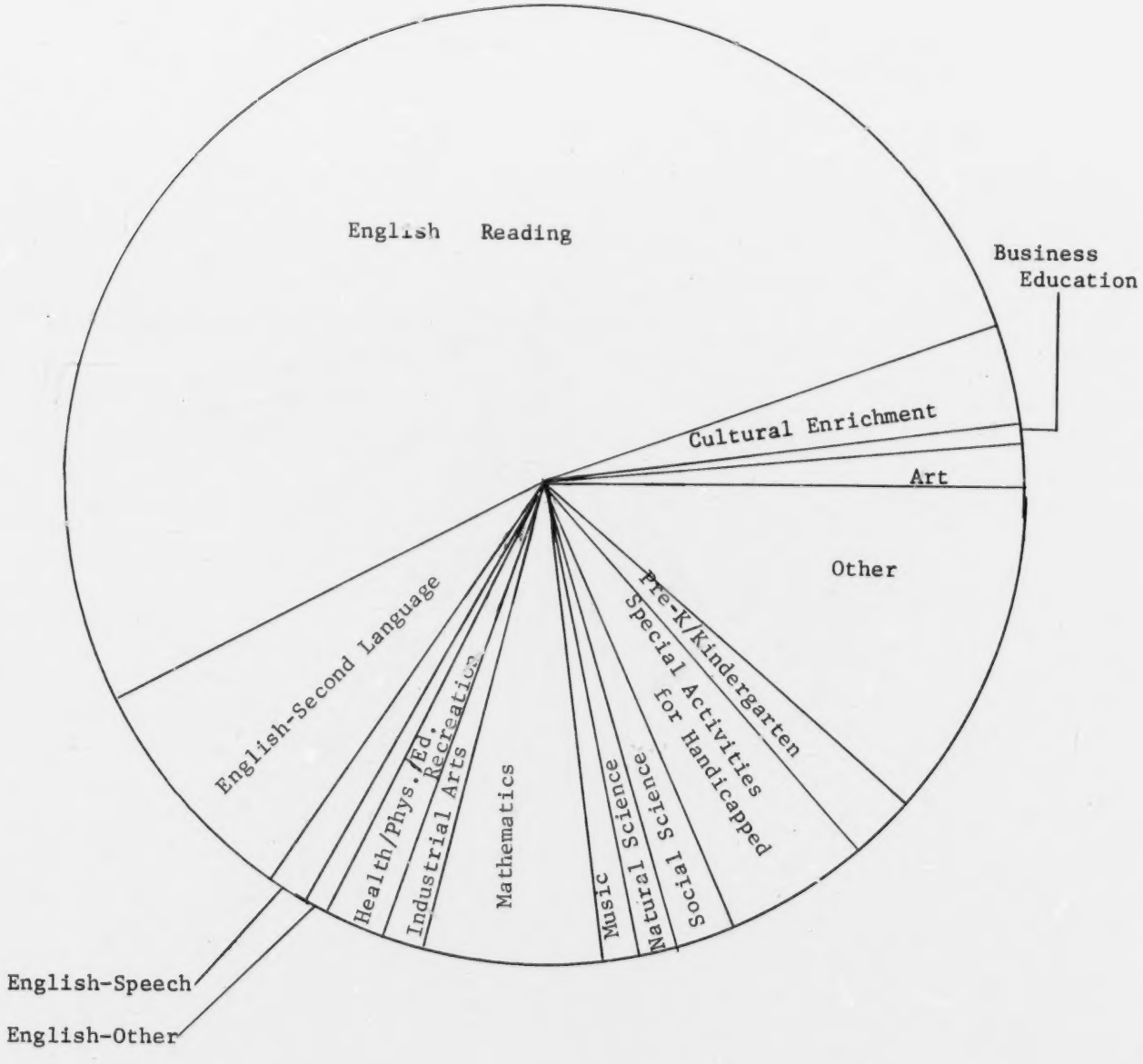
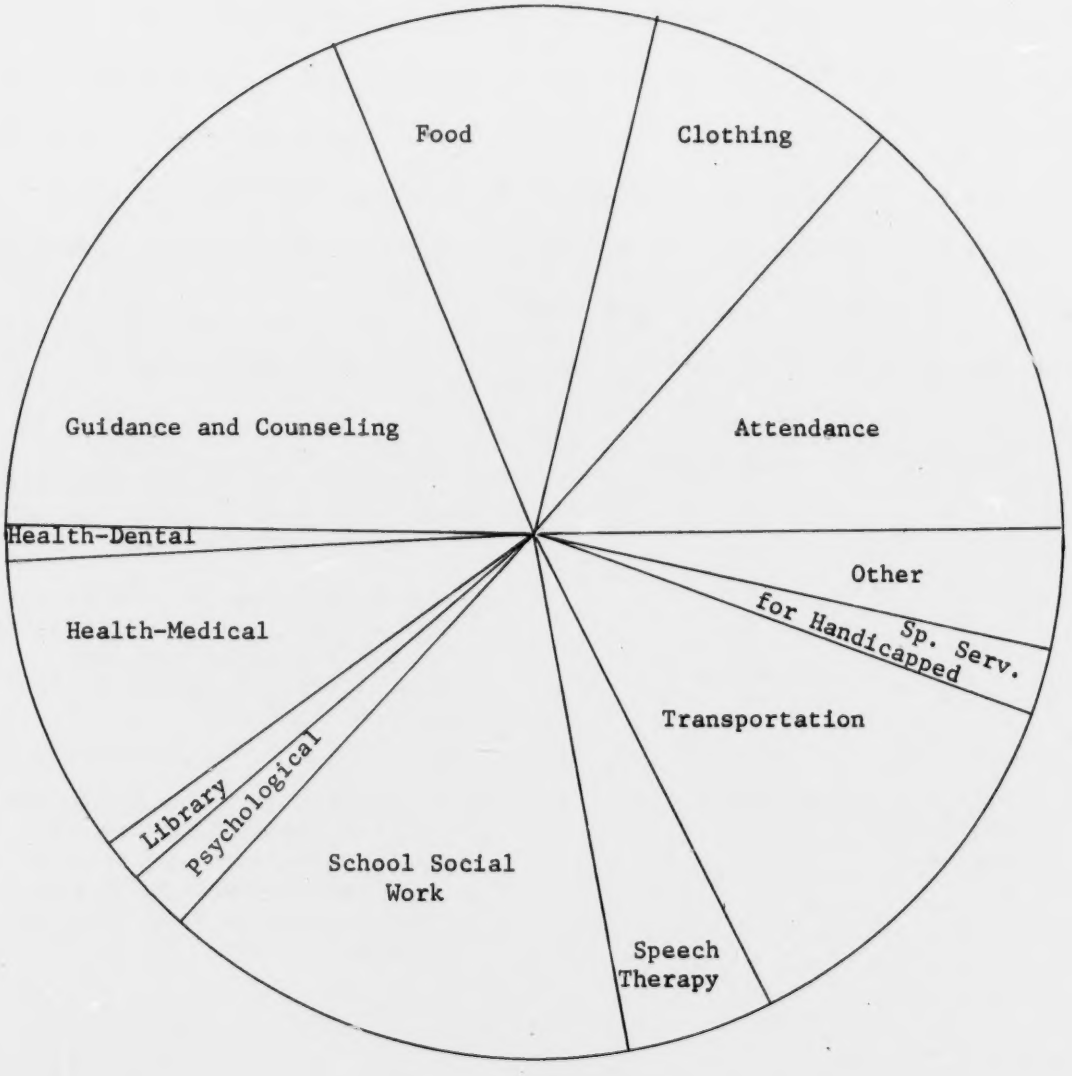


FIGURE 1-1 B

TITLE I EXPENDITURES

SERVICE ACTIVITIES
1970-71



B. STATE COMPENSATORY EDUCATION PROGRAM

During the 1968 legislative session of the State of Rhode Island there was enacted a State Compensatory Education Act: Chapter 160, Section IV, Public Laws of 1967 as amended by Chapter 170, Public Laws of 1968. This was funded to the extent of $2,000,000. in Fiscal year 70-71.

The guidelines to the administration of this bill indicate its purpose:

> "The purpose of the appropriation is to provide financial assistance to school programs for the disadvantaged child currently in operation and such programs initiated by the school district in the future and as approved by the department."

This State compensatory education bill is very closely related to Title I administratively, the same personnel administering both bills. Entitlements of school districts for State compensatory funds is based on the numbers of low-income children for whom they are allotted Title I funds. The method by which priorities are established and the relationship between the State Compensatory and Title I programs is described below:

Each school ranked will fall into one of the following priorities:

A. Title I eligible schools operating Title I programs	1) State funds may be used to supplement Title I projects (optional) to provide additional services (new or existing) for disadvantaged children. 2) State funds may be used to continue existing Title I projects if Title I funds have been transferred to another Title I project.
B. Title I eligible school not operating Title I program	1) If priorities A1 or A2 are not elected, state funds may be used to implement projects in priority B schools according to the order in which they are ranked.

	2) State funds may be used to initiate new projects or to continue or supplement existing projects which are <u>locally funded</u>.
	3) If new programs are implemented, any services provided therein must also be made available to children in existing Title I projects who have similar needs.
C. Non-eligible schools under Title I	1) State funds may be used in these schools only after the needs in B have been met and only in schools where there is a sufficient number of disadvantaged children to make a program feasible.
	2) Program must be for disadvantaged with others only on a space available basis.
	3) Services provided must also be provided to children in Title I eligible schools who have need for such services.

State Compensatory funds can be used separately to operate compensatory education programs or may be combined with Title I funds to operate joint Title I-State Compensatory programs. During the fiscal year 1970-71, $1.3 million was expended on 27 programs separately financed by State Compensatory, Section 4 funds. Those programs served over 10,000 children at a per-pupil cost of $125.15.

Twenty-two programs operated under joint funding of State and Title I monies. Those programs served 7,950 children at a total cost of $2,007,399. for a per-pupil expenditure of $252.50.

State Compensatory monies were expended in similar proportions to Title I monies; in the instructional categories, 22% of all State Compensatory monies expended was for English-Reading programs, 5% English as a Second Language programs, 2% Special Activities for Handicapped and 1% for Mathematics programs. In the service categories, a somewhat different distribution of expenditures was noted as compared to Title I; 12% for Transportation, 11% for Food and 3% for Guidance and Counseling.

A thorough analysis of the expenditures for State Compensatory, Section 4 funds can be found in Table 1-6 and Table 1-7.

TABLE 1-6

TITLE I AND STATE COMPENSATORY PROGRAMS
Fiscal Year 70-71

	State only	Title I only	Combined State and Title I
Number of projects	27	43	22
Number of pupils	10,401	8,043	7,950
Amount expended	$1,301,725.	$2,313,301.	$2,007,399 (Title I: $1,364,256. State: $643,143)
Per pupil costs	$125.15	$287.61	$252.50 (Title I: 171.60 State: 80.90)

TABLE 1-7

STATE COMPENSATORY EXPENDITURES
1970-71

Instructional Activities		Approximate Percentages of Instructional Activities	Approximate Percentages of Total Expenditures
Cultural-Enrichment	$ 7,867	.07	.04
English-Reading	422,975	38.27	21.51
English-2nd Language	102,774	9.30	5.23
English-Other	7,867	.07	.04
Health-Phys.Ed./Recreation	15,734	1.42	.08
Industrial Arts	9,834	.09	.05
Mathematics	23,602	2.14	1.20
Music	5,900	.05	.03
Natural Science	2,567	.02	.01
Social Science	9,834	.09	.05
Vocational Education	1,967	.02	.01
Sp. Activities for Handicapped	37,969	3.44	1.93
Pre-K. and Kindergarten	21,791	1.97	1.11
Other Instructional Activities	434,665	39.32	22.10
TOTAL COST OF INSTRUCTIONAL ACTIVITIES-	1,105,346		

Service Activities		Approximate Percentages of Service Activities	
Attendance	125		
Food	221,393	38.55	11.26
Guidance and Counseling	49,071	8.54	2.49
Health-Dental	130		
Health-Medical	7,868	1.37	.04
Library	9,685	1.69	.05
Psychological	9,834	1.71	.05
School Social Work	15,734	2.74	.08
Speech Therapy	7,867	1.37	.04
Transportation	239,010	41.62	12.15
Other Service Activities	13,591	2.37	.07
TOTAL COST OF SERVICE ACTIVITIES-	574,308		
ADMINISTRATIVE COSTS	91,975		4.68
CAPITAL OUTLAY, FIXED CHARGES, MAINTENANCE, OPERATION OF PLANT	195,179		9.92
GRAND TOTAL	$1,966,808		

CHAPTER 2

CHILDREN SERVED
(DEMOGRAPHIC CHARACTERISTICS)

A. PARTICIPANTS BY GRADE

The number of children served by Title I during both the academic year and summer of 1970-71 is presented in Table 2-1. A review of that table immediately makes it clear that the greatest impact of Title I is being made in the early elementary grades. The largest numbers of children participating are in grades 1, 2, and 3, followed closely by grades 4, 5, and 6. A considerably smaller population of junior high school children is served, and an extremely small number of high school pupils are participating. This may significantly reflect SEA encouragement of concentration in the early grades with the goal of prevention as opposed to costly remediation in the future. This pattern of participation has been consistent each year since 1965.

TABLE 2-1

1970-71 PARTICIPATION BY GRADES
Title I

Grade	Academic Year		Summer		TOTAL
	Public	Non-Public	Public	Non-Public	
Preschool	0	22	240	0	262
K	480	1	356	35	872
1	1720	147	691	69	2627
2	1902	162	710	79	2853
3	1525	143	563	80	2311
4	1031	123	594	93	1841
5	685	86	523	74	1368
6	664	69	362	77	1172
7	647	89	186	23	945
8	189	16	104	17	326
9	356	0	55	3	414
10	270	0	20	1	291
11	103	0	8	0	111
12	24	0	8	0	32
Special Ed	418	50	92	8	568
TOTAL	10,014	908	4,512	559	15,993

SUMMER PROGRAMS

The years 1965 to 1969 saw a steady increase in the proportion of children served during the academic year and a consequent decrease in the proportion served during the summer. It was assumed to be reflective of a continuing belief that the most effective compensatory program is the one built into the regular school program.

Last year, however, due to late funding and the availability of additional funds, an increased proportion of children participated in summer programs during the summer of 1970 than in the summer of 1969. Table 2-2 presents the information about summer and academic year enrollments since 1965. In 1965, 42% of all children served were enrolled in summer programs; in 1967-68, 37% of all Title I children were in summer programs, in 1968-69, the percentage was 29%, 35% in 1969-70 and this year 32% of total enrollees were in summer programs.

TABLE 2-2

DISTRIBUTION OF ACADEMIC YEAR AND SUMMER PARTICIPANTS

Year	Academic Year	Summer
1965-66	58%	42%
1966-67	not available	
1967-68	63%	37%
1968-69	71%	29%
1969-70	65%	35%
1970-71	68%	32%

B. RACIAL CHARACTERISTICS

An analysis of Title I participants in fiscal year 1970-71 by race is found in Table 2-3 and Figure 2-1. White, native born children account for 67% of the total number of children participating in Title I programs in 1970-71. Foreign born whites comprised 6% of the population; blacks comprised 24% of the Title I population of which 23% were native born blacks, and 1% were foreign born blacks. An additional 1% of the participants were Oriental.

TABLE 2-3

RACIAL CHARACTERISTICS
TITLE I PARTICIPANTS

	1970-71	1969-70	1968-69
White, native born	67%	70	77
White, foreign born	6	5	6
Black, native born	23	22	17
Black, foreign born	1	1	17
Oriental	1	1	
Other	1	1	

Table 2-3 presents the racial characteristics of Title I participants during the past three years.

The Title I enrollment which shows a black population of 24% represents a considerably larger proportion of black children than that which exists in the general State school population. About 4½% of the general Rhode Island school population is black.

FIGURE 2-1

RACIAL CHARACTERISTICS OF TITLE I ENROLLEES

C. NON-PUBLIC SCHOOL ENROLLMENT

Rhode Island has traditionally had a large number of its children enrolled in non-public schools of the State. The majority of those have been enrolled in local or parish Catholic schools. That number has been decreasing over the last several years. Of the 221,371 school children in Rhode Island during the academic year 1970-71, 15% were enrolled in non-public schools. While this may be a relatively high proportion of non-public school children as compared to other States, this represents a dramatic decline for the State of Rhode Island. Rhode Island, as all other States, is experiencing a steady decline in the number of children served by the non-public schools. A review of Table 2-4 and 2-5 will show the extent of this decline in non-public school enrollments. Prior to 1965, the non-public schools had educated approximately 25% of all the school children in Rhode Island. That percentage had remained relatively constant for many years. The last six years has seen a steady decline in that percentage, first to 23% in 1966-67, 22% in 1967-68, 20% in 1968-69, 18% in 1969-70 and to 15% in the year 1970-71. There are no indications that this downward trend will soon be halted.

While non-public school children made up 15% of the total school population in 1970-71, they made up 9% of the Title I children served during fiscal year 1971. A review of Tables 2-4 and 2-5 shows the number and proportion of public and non-public school children in Title I programs, and the proportion of non-public school children in the State for the six years from 1965 to 1971.

TABLE 2-4

NUMBER AND PERCENTAGE DISTRIBUTION OF TITLE I PARTICIPANTS
1965-1971

YEAR	PUBLIC SCHOOL		NON-PUBLIC SCHOOL	
	No.	%	No.	%
1965-1966	12,729	82%	2,842	18%
1966-1967	14,118	80%	3,589	20%
1967-1968	17,425	85%	3,168	15%
1968-1969	14,611	87%	2,093	13%
1969-1970	15,133	89%	1,710	11%
1970-1971	14,526	91%	1,467	9%

TABLE 2-5

	Total Enrolled in State's School		Proportion of Non-Public School Children in State	Total Participants in Title I		Percentage Participating in Title I	
	Public	Non-Public		Public	Non-Public	Public	Non-Public
1965-66	159,695	48,229	25%	12,729	2,842	8.0	5.9
1966-67	166,746	49,344	23%	14,118	3,589	8.5	7.3
1967-68	173,976	46,025	22%	17,425	3,168	10.0	6.9
1968-69	172,517	43,221	20%	14,611	2,093	8.5	4.8
1969-70	196,131	42,485	18%	15,133	1,710	7.7	4.0
1970-71	187,930	33,441	15%	14,526	1,467	7.7	4.4

CHAPTER 3

PROGRAM CHARACTERISTICS

A. PARENTAL INVOLVEMENT

During the past three years the number of communities having parent advisory groups has increased considerably. Some communities voluntarily established such committees on the assumption that the success of a Title I program and the individual children participating in that program would be increased with the involvement of parents. By the end of fiscal year 1970, 28 LEAs in Rhode Island had established such committees; at the end of fiscal year 1971 that number had risen to 37 LEAs (out of 40).

The LEAs were asked to describe in detail the formal organization that exists for community and parental involvement in Title I. An analysis of that data follows:

1. Thirty-seven LEAs had Citizen's Advisory Committees concerned with Title I and/or other compensatory programs; this represents 92% of all Rhode Island communities.
2. Of the thirty-seven LEAs having advisory committees, most (26 or 68%) had just one such committee. However, five communities (14%) reported having two committees, three communities (8%) had three advisory committees, and three other LEAs had more than three such committees.
3. More than three-quarters of these communities report that they have received assistance or advice or both from the State Department of Education in establishing their Title I, ESEA Citizen's Advisory Committee(s). Three percent report receiving assistance, 46% received

advice, and 32% report receiving assistance and advice. Another 19% received neither assistance nor advice from the State Department in this regard.

4. The concerns and interests of the 37 LEA Citizen's Advisory Committees were reported as follows:

24	(65%)	involved in district-wide issues
15	(40%)	involved in subdivision of a district and its issues
20	(54%)	involved in individual school issues with the district
37	(100%)	involved in specific district Title I, ESEA projects
1	(3%)	LEA reported another area of concern

5. The duties of the Citizen's Advisory Committee were reported as follows:

34	(92%)	supplied information on parents' views of unmet educational needs
14	(38%)	supplied information on students' views of unmet educational needs
29	(78%)	made recommendations on expenditures of Title I funds
26	(70%)	participated in development of Title I applications
26	(70%)	reviewed Title I applications
30	(81%)	made recommendations on improvement of Title I programs
21	(57%)	participated in Title I program evaluation
3	(8%)	recommended teacher personnel policy changes
2	(5%)	reported other duties

6. The composition of the Citizens' Advisory Committees is described below. The total number of persons in all advisory committees in each category is indicated as well as the number of LEAs having persons of that category on their advisory committees.

	# of persons	# of LEAs
Public school administrators	148	40
Public school teachers	78	32
Private school personnel	66	30
Local health agency personnel	18	15
Local welfare agency personnel	6	5
Parents of Title I children	326	33
Parent representatives of Community Action Programs	12	8
Parent Members of Headstart Advisory Committee	65	11
Representatives from other neighborhood groups	10	6
Students from local secondary schools	27	10
Others	21	2

7. Meetings of the Citizens' Advisory Committee were held

   three or more times a month by one (3%) LEA

   twice a month by three (8%) LEAs

   once a month by eight (22%) LEAs

   less than once a month by twenty-five (68%) LEAs

8. Seven LEAs (19%) provided training for the Title I, ESEA Citizen's Advisory Committee. The remaining 30 or (81%) did not provide training.

9. Of those seven communities which did provide training for their Citizen's Advisory Committee members, the nature of the training was as follows:

4 provided training in academic curricula

4 provided training in school finance

3 provided training in school personnel policies

7 provided training in Title I program procedures

1 provided sensitivity training

0 provided training in instruction media and equipment

10. Two of the thirty-seven communities reported reimbursing members of their Citizen's Advisory Committee for expenses incurred in the performance of their duties.

11. The school districts provided clerical or technical aid to the Citizen's Advisory Committees in the following forms:

25 (68%) received no aid

7 (22%) received clerical staff aid

0 (0%) received technical staff aid

5 (13%) received both technical and clerical staff aid

12. The method of selecting Citizen's Advisory Committee members is described in Table 3-1.

TABLE 3-1

NUMBER OF LEAs USING VARIOUS METHODS OF SELECTING PERSONS SERVING ON CITIZENS' ADVISORY COMMITTEES

	METHODS OF SELECTION						
	1	2	3	4	5	6	7
Types of Persons:	Appointment by School District	Appointment by Community Action Organization	Appointment by School Principal	Town Meeting Election	Self-Selection	Other	No Participation
Public School Administrators	18	0	1	0	10	4	4
Public School Teachers	8	0	8	0	7	7	7
Parents of Title I Children	7	1	5	0	18	4	2
Other lay community members	6	1	4	0	7	6	13
Officials of other community action organizations	2	4	0	0	7	2	22
Students from local secondary schools	1	0	0	0	0	0	36

B. TIME OF OPERATION

Most Title I programs operate the full academic year and about seven weeks in the summer. An analysis of starting and ending dates of Title I indicate that the average Title I academic year program ran 37 weeks. The average summer program was in operation seven weeks. A more detailed analysis of time of operation of summer and academic year programs is presented in Table 3-2.

TABLE 3-2

DURATION OF TITLE I PROGRAMS

Number of hours	Academic year programs	Summer programs
Less than 40	0	8
40-70	1	12
71-100	0	0
101-200	13	0
201-300	28	0
over 300	7	0
Mean Program Length (in weeks)	37	7

Most academic year programs operate during the regular school day. 57 reported such operation. Ten operate after school, 3 before school and 4 on Saturday.

C. PERSONNEL

Table 3-3 indicates the total number and FTE of personnel by category who served the State's Title I academic and/or summer programs in fiscal year 1970-71.

TABLE 3-3

TITLE I PERSONNEL

Category	Number	Full-time Equivalents
Directors	51	26.4
Teachers	722	494.4
Teacher Aides	434	250.4
Counselors	26	23.0
Medical	48	11.9
Dental	33	4.2
Psychological	13	6.0
Social Workers	31	26.4
Clerical	74	48.4
Custodial	37	13.6
Consultants	140	16.1

D. PROGRAM ACTIVITIES

Children in Title I programs may participate in a variety of program activities of an instructional nature. Additionally they may also be recipients of various services which are non-instructional. The scope of the activities in which Title I children were involved is clearly demonstrated in Table 3-4. Various kinds of instructional and supportive activities are listed and also the number of children who participated. Children may participate in more than one activity within a single Title I project, therefore, this is a duplicated count of children. The nature of the fiscal reports allowed computation of per pupil costs for certain of these program activities. These are also indicated in Table 3-4. The relative costs of the various program activities is of particular interest.

TABLE 3-4

PARTICIPATION AND AVERAGE COST OF PER-PUPIL PROGRAM ACTIVITIES

Activity	Enrollment	Per pupil cost
Reading readiness	1265	$120.53
Remedial/Corrective reading	8724	120.53
Lang. Arts/Communication Skills	2314	120.53
ESL	1305	161.32
Special Education	660	
Preschool and Kindergarten	503	116.37
Cultural	3388	25.46
Pupil Personnel Services	2129	51.46
Mathematics	1942	81.65
Transitional	51	
Library	408	24.65
Media Center	31	
Recreation	3525	14.45
Speech and Hearing	234	156.03
Community Schools	3889	
Industrial Arts	252	156.33
Vocational Educational	67	5.28
School Clinic	800	
Other	3077	

E. TEACHER AIDES

Of the 94 academic and summer projects operated during fiscal year 1971, teacher aides were employed in over half of them. Only 35 projects, or 39% did not use aides. LEAs were asked to describe the work done by aides in their programs. See Table 3-5.

TABLE 3-5

TEACHER AIDES

Aide serves as	Number	Percent
Assistant teacher	1	2%
Instruction aide	10	18%
Supervisional aide	1	2%
Clerical aide	4	7%
Combination of above	37	67%
Other	2	4%

F. TRAINING PROGRAMS

The kinds of programs designed to serve educationally deprived children must, in many instances be new, and frequently innovative. The children to be served are those who have not succeeded in the "traditional" programs available to them in the past. Teachers assigned to these new programs frequently need the opportunity to "retool", to learn about the children they will serve, and about new methods of teaching, new instructional equipment, and materials, and available ancillary services. To renew teacher skills many projects are designed with pre-service or in-service training programs, or both, not only for teachers but also for other personnnel involved in the project.

Of the 94 projects (74 academic year and 20 summer) during 1970-71, 40 LEAs conducted 54 different training programs for the staff assigned to their compensatory education project. The activity areas covered in those training programs are shown in Table 3-6. More training programs were concerned with Remedial Reading than with any other activity.

TABLE 3-6

TRAINING PROGRAMS

Training Program Activity	Number of Training Programs
Reading Readiness	5
Remedial or Corrective Reading	27
Language Arts and Communication Skills	6
English as a Second Language	7
Special Education	4
Pre-School	1
Kindergarten	2
Cultural	2
Pupil Personnel Services	5
Mathematics	9
Transitional	1
Library	2
Media Center	2
Recreation	2
Community Schools	3
Industrial Arts	1
School Clinic	3
Other	10

LEAs were asked to describe in some detail the training programs they operated. An analysis of those programs follows:

1. Those training programs which were conducted during 1970-71 were in operation a total of 1149 hours. The median training program length was 13-1/2 hours.
2. These training programs were offered either as pre-service, in-service, or combination of both.

   12 (23%) were pre-service programs

   17 (32%) were in-service programs

   24 (45%) were both pre-service and in-service programs

3. Some programs provided joint training of the teachers with other kinds of personnel.

   33 programs (62%) provided joint training with teacher aides or other supportive personnel

   32 programs (60%) provided joint training with other professional personnel

   9 programs (17%) provided joint training with parents of pupils

   10 programs (19%) provided joint training with other personnel

4. Training programs were conducted by different kinds of personnel.

   18 programs (34%) were conducted by the project director

   13 programs (24%) were conducted by the professional staff of the LEA (e.g. the reading specialist)

   1 program (2%) was conducted by the State Department staff

   5 programs (9%) were conducted by college or university staff

   1 program (2%) was conducted by consultants from business or industry

   3 programs (6%) were conducted by private professional consultants

   13 programs (24%) were conducted by some <u>other</u> persons

5. The objective of the training programs were as listed below:

45 programs	(85%)	the introduction of new instructional techniques
39 programs	(74%)	the introduction of new content material
45 programs	(85%)	the utilization of instructional equipment and materials
36 programs	(68%)	the study of measurement, evaluation and reporting
36 programs	(68%)	the general orientation to the philosophy of compensatory education
35 programs	(66%)	the culture and personality of the educationally disadvantaged
25 programs	(47%)	types of learning disabilities
22 programs	(42%)	project planning and design
25 programs	(47%)	the utilization of ancillary services (e.g. guidance)
29 programs	(55%)	the utilization of other resources (e.g. library, community)

6. A variety of different kinds of personnel have participated in training programs. The numbers and kinds are indicated below:

Regular classroom teachers	559
Special teachers, e.g. itinerant music teachers	34
Compensatory teachers	163
Guidance Counselors	27
Social Workers	15
School principals	33
Other professional personnel	57
Parents	320
Teacher Aides	249
Others	25
TOTAL	1482

7. The total cost of the 54 training programs operated during 1970-71 was $47,242.14. The median cost of the individual training programs was $246.15. The cost for each participant in the training program was $31.88.

CHAPTER 4

READING PROGRAM EVALUATION

A. READING PROGRAM AND PUPIL CHARACTERISTICS

Each LEA in the State of Rhode Island receiving either Title I and/or State Compensatory Education monies must submit information about that program to the State Department of Education, Office of Compensatory Education. The information discussed in Chapter 1, 2 and 3 of this report was obtained from each LEA at the conclusion of its program. Additionally, each LEA which operates a reading or reading related project must participate in an extensive evaluation of that project which requires their providing 46 bits of information about each child enrolled in their reading project.

At the start of each project the LEA must provide the SEA with information on 22 questions about each child. These questions and their answers provide the SEA with demographic information about each child enrolled in a reading or reading related project; describes the nature of his educational problem and his reading score at the start of the project.

At the conclusion of the LEA's project, additional information about each participant is provided to the State Educational Agency. This information includes characteristics of the program in which he was enrolled, the extent of his participation in the Title I program, the services he received, the involvement of his parents, and results of a post-test in reading.

Highlights of the information obtained from the LEAs describing the over 5000 children participating in reading programs and the nature of the program in which they participated are outlined below:

The average age of participants is 9 years, 4 months

70% of all participants were in grades 1, 2, 3, and 4

More boys (58%) than girls (42%) participated

23% of the participants were black, 76%, white

This was the first year in a Title I program for 65% of the participants; the second year for 29% and the third year for 5%

88% of these children were enrolled in public schools, 12% in parochial

One quarter of the children had been retained in grade at least once

The average IQ of participants is 95

The most frequently used I.Q. tests are the Lorge Thorndike, the California Test of Mental Maturity, and the Kuhlman Anderson

The most significant cause of the child's educational limitations was reported to be cultural background for three-quarters of the participants

Most children were selected either strictly on the basis of poor performance on standardized tests, or because their I.Q. scores indicated potential to read at grade level

Enrichment activities were reported as the most immediate school related need of 92% of the children

64% of the participants lived in areas that are residential/commercial; and additional 29% lived in primarily residential areas

82% of the pupils are in projects categorized as remedial/corrective

Three-quarters of the teachers would make some changes in the materials available if they could

Programs are designated as compatible with the needs of 46% of the children; able to be modified to fit the needs of another 50%, but not suitable for 4% of the children

60% of the participants spent 30 to 36 weeks in their Title I program

The average number of hours spent in the project by each participant was 109.6 hours

Most (89%) children spent all of their Title I time on reading activities

One-quarter of the children received nutritional services

Title I participants received such services as guidance and counseling, speech and hearing, nutritional services and treatment or therapy for physical health funded by the local school system

11% of the participants left the Title I program before its conclusion, 3% because they attained a sufficient reading level, but most because their families moved

About half of the participants' parents were in touch with either the regular classroom teacher or the compensatory education teacher during the academic year

568 children had home visits made by one or more of the following personnel: social worker, teacher, psychologist, liaison person or guidance counselor

Children were absent from Title I reading classes an average of 12.5 days per academic year.

A detailed analysis of this data can be found in Table 4-1.

TABLE 4-1

PRE-PROGRAM DATA ON 5484 CHILDREN WHO PARTICIPATED
IN TITLE I READING PROGRAMS
1970-71

Form 71-B

Question No.	Item	No. of pupils	%age of pupils
1.	Age of participants	Mean	= 9yr.4mos.
		S.D.	= 33 months
2.	Grade in School: 1	984	18%
	2	1198	22%
	3	1015	19%
	4	558	10%
	5	472	9%
	6	403	7%
	7	329	6%
	8	163	3%
	9	200	4%
	10	77	1%
	11	49	1%
	12	9	0%
	Preschool	0	0%
	Kindergarten	23	0%
	Special Education	0	0%
3.	Sex: 1. Male	3167	58%
	2. Female	2317	42%
4.	Ethnic Group: 1. Negro (foreign born)	74	1%
	2. Negro (native born)	1187	22%
	3. White (native born)	3946	72%
	4. White (foreign born)	238	4%
	5. Oriental	8	0%
	6. Other	29	1%
5.	Years child previously participated in Title I program:		
	1. none	3558	65%
	2. one year	1585	29%
	3. two years	280	5%
	4. three years	48	1%
	5. four years	10	0%
	6. five years	1	0%

Pre-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
6. Type of School:	1. Public	4829	88%
	2. Parochial	659	12%
	3. Private	0	0%
7. Number of times retained in grade:			
	1. never	4010	73%
	2. once	1240	23%
	3. twice	217	4%
	4. three times	15	0%
	5. four or more times	3	0%
8. I.Q. of participants	Mean		95.3
	S.D.		11
9. I.Q. tests given:			
	1. California Test of Mental Maturity	824	16%
	2. Chicago Non-Verbal Examination	1	0%
	3. Henmon Nelson Test of Mental Ability	13	0%
	4. Lorge Thorndike	1175	23%
	5. Otis	327	6%
	6. SRA Primary Mental Abilities	93	2%
	7. SRA Tests of General Ability	22	0%
	8. Stanford Binet	372	7%
	9. Wechsler Intelligence Scale/Child	279	5%
	10. Slosson	281	6%
	11. Otis Lennon	580	11%
	12. Peabody Picture Vocabulary	431	8%
	13. Kuhlman Adderson	690	14%
	14. Goodenough-Harris	2	0%
	15. SRA Tests of Educational Ability	1	0%
	16. SRA Short Test of Educational Ability	1	0%
	17. SRA Pictorial Reasoning Test	0	0%
	18. Ohio State University Psychological Test	0	0%
10. Most significant cause of child's educational limitations:			
	1. physical	171	3%
	2. psychological	321	6%
	3. academic	945	17%
	4. cultural background	4047	74%
11. Basis for selecting participants:			
	1. inconsistence between achievement and potential	2235	41%
	2. poor performance on standardized tests	3050	56%
	3. classroom behavior problems	42	1%
	4. other	139	3%
	5. unknown	21	0%

Pre-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
12. Project design:	1. remedial/corrective	4524	82%
	2. tutorial	48	1%
	3. readiness	628	11%
	4. diagnostic	1	0%
	5. developmental	226	4%
	6. other	58	1%
13. Military status of father:	1. not in military	5293	97%
	2. enlisted	157	3%
	3. officer	29	1%
14. Neighborhood:	1. primarily residential	1617	29%
	2. primarily commercial or industrial	189	3%
	3. both residential and commercial	3484	64%
	4. primarily rural, farm or open country	194	4%
15. Pupils most immediate school related need:			
	1. more adequate diet	85	2%
	2. medical services	106	2%
	3. psychological/psychiatric	274	5%
	4. enrichment activities	5018	92%
16. If possible, materials teacher would order:			
	1. same as now available	1136	21%
	2. all now available plus others	1531	28%
	3. some now available	147	3%
	4. some now available plus others	2454	45%
	5. totally different materials	218	4%
17. Compatibility of program and child's needs:			
	1. program compatible	2502	46%
	2. program flexible enough to meet needs	2756	50%
	3. program not suitable	227	4%
18. Month test administered:			
	1. April of preceding academic year	28	1%
	2. May of preceding academic year	28	1%
	3. June of preceding academic year	1	0%
	4. September of this academic year	3947	72%
	5. October of this academic year	1116	20%
	6. November of this academic year	222	4%
	7. December of this academic year	22	0%
	8. January of this academic year	89	2%
	9. February of this academic year	14	0%

Pre-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
19. Test used:	1. Gates-MacGinitie	4793	87%
	2. Other	689	13%
20. Form of Gates-MacGinitie:			
	1. Readiness	507	9 %
	2. Primary A, Form 1	466	9 %
	3. Primary A, Form 2	122	2 %
	4. Primary B, Form 1	1193	22 %
	5. Primary B, Form 2	51	1 %
	6. Primary C, Form 1	832	15 %
	7. Primary C, Form 2	101	2 %
	8. Survey D, Form 1	1245	23 %
	9. Survey D, Form 2	38	1 %
	10. Survey D, Form 3	46	1 %
	11. Survey E, Form 1	610	11 %
	12. Survey E, Form 2	26	0 %
	13. Survey E, Form 3	0	0 %
	14. Survey F, Form 1	135	3 %
	15. Survey F, Form 2	0	0 %
	16. Survey F, Form 3	0	0 %

NOTE: Tallies do not consistently total 5,484 children due to incomplete data.

Post-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
1.	Days absent by pupil:	Mean =	12.5
2.	Number of home visits made:	Mean =	1.92
		# students	568
3.	Number of home visits by Social Worker.	Mean	1.9
		# students	365
	by Teacher.	Mean =	1.3
		# students	102
	by Psychologist	Mean =	1.8
		# students	6
	by Liaison person	Mean =	2.1
		# students	91
	by Guidance Counselor	Mean =	1.5
		# students	49
4.	Administered individualized standardized test:		
	1. yes	3332	62%
	2. no.	2060	38%
5.	Type of test administered:		
	1. intelligence.	1680	32%
	2. aptitude.	43	1%
	3. diagnostic.	2371	46%
	4. achievement	725	14%
6.	Complete psychological assessment: 1. yes	174	3%
	2. no.	5233	97%
7.	Number of weeks spent by pupils in Title I activity during project:		
	1. less than 6 weeks	29	1%
	2. 6-11 weeks.	285	5%
	3. 12-17 weeks	216	4%
	4. 18-23 weeks	729	13%
	5. 24-29 weeks	890	16%
	6. 30-36 weeks	3258	60%
8.	Number of hours spent in project.	Mean	109.6
9.	Time spent on reading and related activities:		
	1. 100% reading, 0% other.	4833	89%
	2. 75% reading, 25% other.	380	7%
	3. 50% reading, 50% other.	195	4%
	4. 25% reading, 75% other.	2	0%

Post-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
10.	Services received funded by Title I:		
	1. guidance and counseling.	568	11%
	2. speech and/or hearing.	285	5%
	3. mental health services	12	0%
	4. nutritional service.	1406	26%
	5. sex education.	7	0%
	6. treatment/therapy for physical health	95	2%
11.	Serviced received funded by local school system:		
	1. guidance and counseling.	2046	38%
	2. speech and/or hearing.	838	16%
	3. mental health services	149	3%
	4. nutritional service.	688	13%
	5. sex education.	283	5%
	6. treatment/therapy for physical health	924	17%
12.	Title I services supplemental to regular school program:		
	1. yes.	5266	97%
	2. no	155	3%
13.	Left program before its regular termination time:		
	1. yes.	617	11%
	2. no	4799	89%
14.	Reasons for leaving: 1. attain sufficient reading level. .	166	3%
	2. family moving.	260	5%
	3. parental dissatisfaction with program.	5	0%
	4. child's dissatisfaction with program.	36	1%
	5. child's failure to adjust to program.	40	1%
	6. other.	107	2%
	7. did not leave program.	4734	89%
15.	Child's participation in program:		
	1. left program, did not return . . .	470	9%
	2. left program when reached sufficient reading achievement, then returned.	15	0%
	3. left program for other reason, then returned.	25	0%
	4. did not leave program.	4784	89%

Post-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
16.	Major handicap of child:		
	1. Mentally retarded.	8	0%
	2. hard of hearing.	35	1%
	3. deaf	2	0%
	4. speech impaired.	96	2%
	5. crippled	3	0%
	6. visually handicapped	53	1%
	7. seriously emotionally disturbed. .	30	1%
	8. other health impaired.	48	1%
	9. no handicap has been diagnosed . .	5073	95%
17.	Pupil's parents have communicated with teacher:		
	1. compensatory teacher	484	9%
	2. classroom teacher.	1339	25%
	3. both	1039	19%
	4. neither.	2481	46%
18.	Test information provided from:		
	1. tests regularly given to all pupils in this grade	2444	46%
	2. tests administered in relation to the Compensatory Education Program	2850	54%
19.	Objectives of the reading activity:		
	1. increase reading readiness	684	13%
	2. increase reading skills in general	4227	80%
	3. increase reading vocabulary skills	16	0%
	4. increase reading comprehension skills	196	4%
	5. improve language arts and/or communication skills	96	2%
	6. other.	51	1%
20.	When test administered:		
	1. October of this school year. . . .	10	0%
	2. November of this school year . . .	49	1%
	3. December of this school year . . .	3	0%
	4. January of this school year. . . .	161	3%
	5. February of this school year . . .	22	0%
	6. March of this school year.	10	0%
	7. April of this school year.	487	9%
	8. May of this school year.	3607	70%
	9. June of this school year	815	16%
21.	Test used: 1. Gates-MacGinitie	4553	89%
	2. Other.	573	11%

Post-Program Data

Question No.	Item	No. of Pupils	%age of Pupils
22.	Form of Gates-MacGinitie:		
1.	Readiness	363	8
2.	Primary A, Form 1	1	0
3.	Primary A, Form 2	252	6
4.	Primary B, Form 1	185	4
5.	Primary B, Form 2	974	21
6.	Primary C, Form 1	237	5
7.	Primary C, Form 2	664	15
8.	Survey D, Form 1.	47	1
9.	Survey D, Form 2.	1075	24
10.	Survey D, Form 3.	45	1
11.	Survey E, Form 1.	25	0
12.	Survey E, Form 2.	399	9
13.	Survey E, Form 3.	170	4
14.	Survey F, Form 1.	0	0
15.	Survey F, Form 2.	124	3
16.	Survey F, Form 3.	0	0

NOTE: Inconsistency in tallies due to incomplete data

B. READING ACHIEVEMENT SCORES

In order to make the most comprehensive State analysis of student achievement possible, the SEA requests that each LEA administer the appropriate form of the Gates-MacGinitie reading test. If the LEA has legitimate reasons for using another test, permission is granted. For the purposes of this present evaluation only those communities using the Gates tests will be included in the reading gains analysis.

The nature of this State evaluation requires that only children for whom there is both pre-test and post-test data can be included in the resulting analysis. During the academic year 1970-71, 5375 children participating in a Title I reading program had both pre and post administrations of a reading test. Of that number 3,535 had pre and post administration of the Gates-MacGinitie Reading Achievement tests, Primary A, Primary B, Primary C, Primary D, or Primary E; 237 had pre and post administrations of the Gates Readiness Test; 122 Gates-MacGinitie, Survey F, 689 had tests other than Gates administered, and 792 had to be removed from the sample because the information received was either incomplete or in error. The Gates Readiness Test and Gates Survey F must be separated from all other forms of the test since the method of scoring does not permit computation of grade equivalent scores as do all other forms.

The following analysis of reading achievement will make considerable use of the terms "Average Monthly Gain" and "Prior Average Monthly Gain". In order to insure understanding a brief description of these concepts seems appropriate.

AMG: Average Monthly Gain

This refers to the gain students made in their grade equivalent reading scores during Title I participation - 1970-71. For example, if a student's grade equivalent reading score was 2.0 years, when he entered the Title I reading program, and 2.8 years at its conclusion eight months later, we compute his average monthly gain as:

$$\text{AMG} = \frac{\text{Post Test Grade Equivalent - Pre Test Grade Equivalent}}{\text{Number of months elapsing between tests}}$$

or

$$\frac{(2.8) - (2.0)}{\text{eight months}}$$

$$= \frac{\text{eight months}}{\text{eight months}}$$

$$= \text{one month}$$

The hypothetical student above averaged a one month gain in reading score for each month he spent in the Title I program.

PAMG: Prior Average Monthly Gain

This is the average monthly gain a student made prior to his admission to the 1970-71 Title I reading program. For example, if a third grade student enters a Title I reading program with a grade equivalent reading score of 2.0 years, we know that during his first and second grade experience he progressed from a grade equivalent score of 1.0 (the minimum) to 2.0. That gain from 1.0 to 2.0 years is, in grade equivalent terms, a ten month gain made in two academic years or twenty months. We compute the PAMG as:

$$\text{PAMG} = \frac{\text{Pre-Test Grade Equivalent Score} - 1.0^{*}}{\text{Number of years spent in school}}$$

$$= \frac{(2.0) - (1.0)}{\text{two years}}$$

$$= \frac{1.0}{2.0}$$

$$= .5 \text{ months}$$

Thus our hypothetical student has a prior average monthly gain of .5 months

The child of average ability makes grade equivalent gains of one month for each month in school. By virtue of the selection procedure, Title I children have a history of making gains of less than one month for each month in school. These were children who were well below their classmates in reading achievement. An analysis of the State data as shown in Table 4-2 verifies this.

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* 1.0 is the lowest or minimum score possible in a grade equivalent score

TABLE 4-2

PRE-TEST READING ACHIEVEMENT DATA*
(Gates-MacGinitie Reading Test)

Grade	Grade Equivalent Scores		
	Vocabulary	Comprehension	Combined
1 (N=64)**	1.4	1.4	1.4
2 (N=977)	1.4	1.4	1.4
3 (N=863)	2.1	1.9	2.0
4 (N=437)	2.7	2.5	2.6
5 (N=378)	3.5	3.0	3.3
6 (N=308)	4.4	3.8	4.1
7 (N=277)	4.7	4.4	4.5
8 (N=81)	5.0	5.0	5.0
9 (N=150)	6.5	6.6	6.6

*National norms

**Repeaters

The pre-test results clearly show that those children selected to participate in Title I reading programs were substantially below their expected grade equivalent scores based on their grade placement. Second graders should at the start of the second grade have an average grade equivalent score of 2.0. Note that these second graders had an average score of 1.4, better than half a year below grade level. The third graders had an average grade equivalent score of 2.0, a full year below grade level.

This has been documented during the three years the State of Rhode Island has been conducting this kind of reading evaluation. Children fall further and further behind each year. Once on the path to reading retardation the distance between expected and actual reading achievement snowballs each year. So while the second graders in this sample were one-half year behind grade level the third graders were a full year behind, the fourth graders, 1-1/2 years behind, the fifth graders, 1-3/4 years behind, the sixth graders, 2 years behind, the seventh graders, 2-1/2 years behind, and the eighth graders, 3 years behind.

To understand what has happened to these children it is helpful to consider the reading gains they have made each year in school. The average child gains 1.0 months in reading score per month in school. These Title I children had been making gains of less than half that each year. Their vocabulary gains were .4 months per month in school, their comprehension gains were .3 months per month in school. In other words it would take those children about three years in school to make gains of one year in reading score. It is obvious how quickly they would fall behind. Table 4-3 presents the Prior Average Monthly Gains for all Title I children by grade level.

TABLE 4-3

PRIOR AVERAGE MONTHLY GAIN IN READING SCORE

Grade	Vocabulary	Comprehension	Combined
1*	.4	.3	.4
2	.2	.2	.2
3	.3	.3	.3
4	.4	.3	.4
5	.5	.4	.4
6	.5	.4	.5
7	.5	.4	.5
8	.5	.5	.5
9	.6	.6	.6
STATE AVERAGE	.4	.3	.3

*Repeaters

At the conclusion of the Title I reading programs, post-tests were administered to audit the children's progress over the course of the program. The post-test results are presented in Table 4-4.

TABLE 4-4

POST-TEST READING ACHIEVEMENT DATA
(Gates-MacGinitie Reading Test)

Grade	Vocabulary	Comprehension	Combined
1*	2.4	2.2	2.3
2	2.3	2.2	2.3
3	3.1	3.0	3.0
4	3.8	3.4	3.6
5	4.5	4.0	4.5
6	5.1	4.8	5.0
7	6.7	5.7	6.2
8	7.5	6.3	6.9
9	7.8	7.8	7.8

*Repeaters

These post-test were administered for the most part in May and June of the year and so the expected grade equivalent scores would be 1.8 or 1.9, 2.8 or 2.9, 3.8 or 3.9, and so on. While these children have not made enough gains in reading in their one year in Title I to permit them to score at grade level, they are certainly closer to it than they were at the start of their Title I project participation.

Of considerable interest is the Average Monthly Gain scores they were able to achieve during their participation in the Title I project. That information is presented in Table 4-5.

TABLE 4-5

AVERAGE MONTHLY GAINS IN READING SCORES

Grade	Vocabulary	Comprehension	Combined
1*	1.8	1.5	1.7
2	1.2	1.0	1.1
3	1.4	1.4	1.4
4	1.4	1.2	1.3
5	1.2	1.3	1.2
6	1.0	1.5	1.2
7	3.1	2.2	2.6
8	3.5	2.1	2.8
9	2.8	2.3	2.6
STATE AVERAGE	1.5	1.3	1.4

*Repeaters

Table 4-5 indicates that the gains made during participation in Title I reading programs surpassed expected gains. The average gain by all children in school is one month of reading score for each month in school. These Title I children were averaging gains of 1.4 months of reading score per month in school. These were the very same children who prior to entry into the Title I program had been making gains of .3 months of reading score per month in school. Their average reading progress has increased from .3 to 1.4 months of reading score per month in school. Obviously that is a substantial increase. It is an increase not only for these children themselves as compared with their previous performance, but it reflects better than average gains in reading improvement over the period of the reading project.

To make very clear the extent of their original reading retardation, and the gains made during this year, data from Tables 4-2, 4-3, 4-4 and 4-5 are combined in Table 4-6.

TABLE 4-6

1970-71 TITLE I READING ACHIEVEMENT DATA

Grade	Combined Pre-test	Combined Post-test	Prior Average Monthly Gain	Average Monthly Gain
1 (N=64)*	1.4	2.3	.4	1.7
2 (N=977)	1.4	2.3	.2	1.1
3 (N=863)	2.0	3.0	.3	1.4
4 (N=437)	2.6	3.6	.4	1.3
5 (N=378)	3.3	4.5	.4	1.2
6 (N=308)	4.1	5.0	.5	1.2
7 (N=277)	4.5	6.2	.5	2.6
8 (N=81)	5.0	6.9	.5	2.8
9 (N=150)	6.6	7.8	.6	2.6
TOTAL (N=3535			.3	1.4

*Repeaters

This table makes it quite clear that significant gains were made by children during their participation in a Title I reading program. All children in the programs were designated to be problem readers at the outset and pre-test results clearly indicate that they were. Their average reading level was well below grade level, and became increasingly so with advancing grade placement. And yet, by their participation in a Title I program these problem readers made gains in reading scores greater than expected by the average child their age. As a result, while still not reading "at grade level" by year's end, the typical pupil had overcome a previous tendency to fall increasingly behind in school and instead was catching up with his peers, sometimes at a startling rate. The child, who at the start of the Title I program was reading one year below grade level, at the conclusion of the program was reading only one-half year below grade level. Had he not participated in a Title I program and maintained his previous rate of gain, he would have slipped even further behind to about 1-1/2 years below grade level by the end of the year.

The prior average monthly gain (PAMG) in all grade levels was between .2 and .6 months per month in school. The average monthly gain (AMG) taking place during this year's Title I program was between 1.1 and 2.8 depending on the grade level involved. At every grade level the AMG was larger than the PAMG; that is, the rate of learning this year exceeded the average rate of all previous years of schooling.

The AMG of grade levels 1, 2, 3, 4, 5, and 6 are similar to one another ranging from 1.1 to 1.7. These elementary children were making achievement gains at a level somewhat greater than the average level of expectation. All had been scoring well below expectation prior to their Title I participation.

Although these children were not reading "at grade level" at the conclusion of their Title I experience, their rate of progress was better than the average rate. Not only was there a cessation of their falling behind, but an actual "catching up" to the norm.

Analysis of the gains made by grades 7, 8, and 9 shows even larger AMGs than at the elementary levels; those gains being 2.6, 2.8, and 2.6 respectively. The FAMG for those same grades had been .5, .5, and .6 respectively. Their gains during Title I were, then, substantially larger than those they had previously made. And their gains were far superior to the average expected gains for students in grades 7, 8, and 9. Continuous gains of that magnitude would easily return a slow reader to grade level in a short time. If a hypothetical seventh grade student were reading at the 5.0 level, i.e. two years below grade level, upon entry into a Title I reading program and that student made continuous reading gains of 2.5 months reading score for each month in school, he would by the middle of the eighth grade be reading at grade level.

The extraordinary gains made by the secondary school students as compared with the elementary students caused us some concern initially. We have operated our State Title I programs for the past year or two, on the assumption that our greatest impact could and should be made on elementary-aged children. And yet, it looks from this analysis that secondary school children profit significantly more than do elementary-school children. This initial observation has since been tempered by several additional observations and/or explanations.

1. The child who reads at a grade equivalent score of 8-0 and then gains two years in grade-equivalent reading score improves proportionally no more than the children originally reading at a grade 4-0 level who gain one year.

While this general condition was noted, there seem to be some more specific pertinent observations that can be made.

2. The sample size for the secondary grades is considerably smaller than the elementary grades' sample and may be reflective of many differences between them.
3. The concentration of the reading skills acquired at the two levels differs. The elementary grades of necessity must begin with concepts, language development, and readiness, which can then be followed with the tools of word perception. From these rudimentary beginnings the real task of reading, which is comprehension, can be introduced. The secondary level, on the other hand, usually needs to conern itself with ascertaining which of the initial skills need reteaching or reinforcing and can then go on to the development of sophistication needed for adult reading, such as organization and study as well as appreciation and enrichment.
4. The nature of the scoring of the Gates-MacGinitie Reading Test might contribute to larger gains at the secondary level than were observed at the elementary level. Using the form of the test recommended for ninth grade pupils, a student who received a raw score of 39 would have a grade equivalent score of 8.8. Had he received a raw score of 40, his grade equivalent score would have been 9.2. That is, the addition of one correct answer would have raised his score by four months. Likewise, a raw score of 41 is equal to a grade equivalent of 9.6 and a raw score of 42 to a grade equivalent of 10.0. The drastic changes in grade equivalent scores as a result of merely one or two additional correct items might account for the very large average monthly gains demonstrated by the secondary school pupils.

5. Because of the State law which permits children to leave school at the age of 16, the population of students at the secondary school level is a more select population than that in elementary schools. The student who has been a poor achiever has, in many cases, left school by the ninth grade. The secondary schools are populated by a brighter, higher achieving population than are the elementary schools. This may be another factor which accounts for the enormous reading gains made by Title I students at the secondary level. On the average, they may be better students than the average student served by the elementary school program.

How are this year's Title I children doing as compared with the participants of the past two years? Table 4-7 clearly shows that with each succeeding year the prior average monthly gain decreased indicating that, on the average, those selected for participation in Title I reading projects were increasingly slower learners than those the year before. That is not an unexpected finding. Programs are becoming more selective and are better able to discern those students who most need remedial help. The important point to note, though, is the extent of average monthly gains made during the past three years. Keeping in mind that the children selected for participation each successive year were further below grade level, it is encouraging to note that the average monthly gain of those children increased or at least remained comparable to those achieved by participants of previous years.

TABLE 4-7

COMPARISON OF READING ACHIEVEMENT DATA FOR THE YEARS
1968-69, 1969-70 and 1970-71

Grade	PAMG			AMG		
	1969	1970	1971	1969	1970	1971
1	--	--	.4	.3	.3	1.7
2	.5	.5	.2	.8	1.1	1.1
3	.5	.4	.3	.9	1.4	1.4
4	.6	.4	.4	.9	1.3	1.3
5	.7	.6	.4	1.1	1.6	1.2
6	.7	.8	.5	.9	1.6	1.2
7	.7	.6	.5	1.3	2.2	2.6
8	.7	.6	.5	1.2	2.4	2.8
9	.8	.7	.6	1.7	3.5	2.6

Sixty-five percent of the participants had never before participated in a Title I reading program; therefore, the results we have shown are not attributable to cumulative effects.

Twenty-nine percent had participated one year previously and 5% two years previously. Were there any more repeat participants, the PAMG would be considerably larger than it now is, reflecting previous progress in a Title I program.

It is highly probable that Title I program designers and teachers are becoming more adept at finding new and effective ways to teach children who had not previously increased their reading rate at all or who had increased it only slightly.

Recently, Secretary Richardson stated that "normally disadvantaged children learn at 7/10 the average." Our evidence about the past performance levels of children prior to entry into Title I programs certainly supports the notion of the slow learning rate of disadvantaged children. In fact, our computation of PAMG statewide indicates the retardation may be even more severe than indicated above.

It would be informative to know how many children made gains in reading score that surpassed the .7 level. Table 4-8 presents an analysis of reading gains in eighteen LEAs and statewide. The State total indicates that 39% of the 3,038 children in grades 1-6 had vocabulary reading gains less than .7 months per month in program and 61% had gains greater than .7. Forty-four percent had comprehension gains greater than .7.

Well over half of the Title I children are making gains greater than that "7/10 of the average" specified by Secretary Richardson. However, considering the fact that the prior average monthly gain of Rhode Island's Title I children in reading programs was .3 months per month in program, the 61% showing gains of more than .7 probably severely underestimates the number showing improvement over the previous year's gains.

TABLE 4-8

GAINS IN GATES READING SCORES IN COMPENSATORY EDUCATION PROGRAMS
Grades 1-6 (3,038 Children)

	VOCABULARY GAINS %AGE OF STUDENTS SCORING			COMPREHENSION GAINS %AGE OF STUDENTS SCORING		
LEA	≤.07	.07-1.0	>1.0	<.07	0.7-1.0	>1.0
1	47%	20%	33%	47%	10%	43%
2	49	15	36	57	19	24
3	45	22	33	57	18	25
4	21	21	58	33	21	46
5	26	26	47	50	15	35
6	26	15	59	30	20	50
7	28	24	48	36	17	47
8	40	23	37	30	20	50
9	44	18	38	52	15	33
10	13	13	74	33	27	40
11	30	40	30	40	40	20
12	46	26	28	66	20	14
13	32	19	49	22	7	72
14	26	23	51	30	17	53
15	30	23	47	30	16	54
16	32	18	50	27	17	56
17	11	18	71	23	25	52
18	29	23	48	20	17	63
STATE TOTALS	39%	19%	42%	44%	17%	39%

C. READINESS TESTS

Children in kindergarten and those beginning first grade are administered reading tests which do not permit the same kinds of statistical analysis as other forms of the Gates-MacGinitie tests. Readiness tests do not yield a grade equivalent score, which is the score basic to our computation of Prior Average Monthly Gain (PAMG) and Average Monthly Gain (AMG). Therefore, the scores of all children taking the readiness form of the Gates must be considered separately from the others. The readiness form of the Gates was administered to 237 kindergarten and first grade children. On the pre-test 62% of those children were scoring below the 50th percentile. On the post-test only 13% were scoring below the 50th percentile. In fact, on the post-test, 64% were scoring between the 76th and 99th percentile. This indicates considerable improvement in reading skills preparatory to actual reading on the part of these 237 children. A complete analysis of the readiness scores is presented in Table 4-9.

TABLE 4-9

READINESS TESTS

(Kindergarten and First Grade)
(N=237)

	Percent scoring between			
	1-25%ile	26-50%ile	51-75%ile	76-99%ile
Pre-test	19%	43%	28%	9%
Post-test	3%	10%	22%	64%

D. COMMON CHARACTERISTICS OF EFFECTIVE PROJECTS

Program evaluation ought to assist those who design and operate programs in improving subsequent programs. To that end this evaluation seeks to uncover those program characteristics which are common to programs that have been successful in improving participants' reading achievement.

It is first necessary to identify the extent of success of each project. With an understanding of its limitations, the average monthly gain in reading score for each LEA was used to measure the effectiveness of each LEAs project. It was earlier reported that average monthly gain scores for pupils in grades 7 through 9 differed substantially from those for children in grades 1 through 6. Because of that difference, average monthly gain scores were computed separately for each LEAs' elementary and secondary school participants. The secondary school participants constitute only 14% of the total in reading programs and so, for this analysis, only programs operating for elementary aged children will be considered. An indication of the effectiveness of projects operated by each LEA in the elementary grades is found in Table 4-10 The LEA having an AMG of 2.3 is judged to be the most effective, the LEA having an AMG of .8 is judged to be the least effective.

Based on the data in Table 4-10those LEAs ranking 1, 2, 3, and 4 were judged to be the most effective projects in improving children's reading scores, and LEAs ranking 14, 15, 16, 17, and 18 were judged to be least effective in improving children's reading scores.

TABLE 4-10

AVERAGE MONTHLY GAINS IN READING SCORES
BY LEAs OPERATING READING PROGRAMS IN GRADES 1-6

LEA ranking	Average Monthly Gain
1	2.3
2	2.1
3	2.0
4	2.0
5	1.6
6	1.6
7	1.5
8	1.5
9	1.5
10	1.5
11	1.4
12	1.3
STATE AVERAGE	1.2
13	1.2
14	1.0
15	1.0
16	1.0
17	.9
18	.8

A considerable amount of information concerning project participants and project characteristics is available for each of these LEA offerings. A complete listing of this information is found in Table 4-11. Pupil characteristics and program characteristics are found in the left hand column. The middle columns indicate the percentage (or appropriate statistic) of children in the most effective programs who exhibit that characteristic and the right hand columns the percentage of pupils in the least effective programs who possess that particular characteristic. Because this is an extremely difficult type of analysis, and because of the somewhat subjective nature of those elements singled out as being similarities or differences, the entire set of data is reproduced here in Table 4-11 for the readers review.

Characteristics which are considered to differentiate the most effective from least effective programs are identified by an asterisk. A more thorough analysis of these items follows in Table 4-12.

TABLE 4-11

CHARACTERISTICS OF MOST EFFECTIVE AND LEAST EFFECTIVE TITLE I PROGRAMS: 1970-71

	LEA RANKINGS ON AMG								
	Most Effective				Least Effective				
	1	2	3	4	14	15	16	17	18
No. of students	97	108	577	75	375	20	2657	203	104
No. of grades	3	3	11	4	5	2	9	5	6
Sex: Male	65%	63%	57%	66%	63%	60%	55%	61%	55%
Female	35	37	43	34	37	40	45	39	45
Ethnic: Negro	0	0	22	0	7	5	39	2	29
White	100	100	76	100	92	95	61	97	66
Other	0	0	2	0	0	0	0	0	5
Prev. Part.: 0 year	74	99	57	29	83	100	61	52	49
1 year	26	0	32	46	17	0	33	33	30
2 or more years	0	1	12	25	0	0	5	15	21
Type school: public	100	95	88	100	92	100	88	89	100
parochial	0	5	12	0	8	0	12	11	0
Retained: 0 times	80	79	66	67	78	65	74	79	75
1 time	18	21	30	30	20	35	20	20	21
2 or more times	2%	0%	3%	3%	2%	0%	5%	1%	5%
I.Q.: Mean	100.1	101.1	96.4	94	99	94.4	93.4	97.4	95.0
S.D.	11.1	10.8	10.9	10.6	12.5	9.1	10.2	12.4	11.5
Age: Mean	8-3	7-4	13-0	8-0	10-0	8-3	9-4	7-10	7-9
S.D.	1-1	1-0	3-9	1-2	3-4	0-10	2-6	1-6	1-11
Cause depr.: physical	4%	12%	7%	17%	0%	0%	2%	2%	14%
psychological	11	14	9	20	5	20	4	3	25
academic	10	17	20	8	43	0	15	6	2
*cultural	74	57	64	55	51	80	79	88	59
*Neighborhood: resid.	56	66	73	1	45	65	6	50	72
commercial	1	0	0	0	11	0	2	4	6
res. & com.	27	34	26	0	43	0	92	45	21
rural	16	0	0	99	0	35	0	0	2
*Basis select.: ach. vs pot.	60	100	57	46	32	5	35	29	23
low achievement	39	0	34	43	66	95	63	70	60
behav. problem	0	0	1	4	0	0	0	0	2
other	1	0	5	5	1	0	2	1	15
unknown	0	0	2	1	1	0	0	0	0
Proj. design: remedial	88	100	96	63	100	100	79	74	0
tutorial	0	0	1	0	0	0	0	2	29
readiness	0	0	2	12	0	0	17	23	0
diagnostic	0	0	0	0	0	0	0	0	0
developmental	12	0	1	25	0	0	4	0	19
other	0	0	0	0	0	0	0	0	52
Imm. sch. need: diet	0	0	1	0	0	68	0	0	1
medical	5	6	5	9	0	0	2	1	5
psychol./psychiat.	7	11	10	18	5	0	3	1	12
enrichment	88	82	84	72	94	32	95	98	82
*Materials: good	27	4	53	32	9	10	20	5	38
fair	73	95	47	68	92	90	72	95	61
poor	0	2	0	0	0	0	8	0	2
*Program meets needs: yes	56	44	69	17	69	90	37	26	18
somewhat	43	55	31	82	30	10	55	74	81
no	1%	2%	0%	1%	1%	0%	8%	0%	1%

*Identifies characteristics differentiating most effective from least effective programs

Table 4-11 (cont.)	LEA RANKINGS ON AMG								
	Most Effective				Least Effective				
	1	2	3	4	14	15	16	17	18
Days absent	8.2	9.2	8.3	10.3	11.0	8.0	16.9	7.0	14.7
Home visits: % of homes	2%	0%	17%	44%	3%	0%	1%	2%	19%
Adm. stand. test: yes	35	0	32	100	29	100	70	91	58
no	65	100	68	0	71	0	30	9	42
intelligence	32	0	22	100	11	100	26	87	34
aptitude	0	0	0	1	0	0	0	2	3
diagnostic	3	0	14	99	17	0	62	47	48
achievement	0	0	0	100	5	100	12	42	22
Complete psych. assess.:yes	2	0	2	16	1	0	3	14	7
no	98	100	98	84	99	100	97	86	93
hours in program	110	92	55	382	74	110	102	80	421
Wks. in prog. less than 6	0	0	1	0	0	0	1	0	0
6-11	0	6	19	0	1	0	4	2	0
12-17	0	5	5	1	1	0	5	3	3
18-23	25	22	4	7	32	100	19	2	12
24-29	75	1	17	1	14	0	19	1	22
30-36	0	67	53	91	53	0	53	92	63
Proj. time spent on rdg.:100%	100	100	99	0	74	100	96	100	0
75%	0	0	1	63	26	0	4	0	49
50%	0	0	0	37	0	0	0	0	50
25%	0	0	0	0	0	0	0	0	1
Serv. Title I funded: guid.	0	0	0	0	0	100	13	0	1
spch./hrg.	0	0	0	1	0	0	10	0	20
mental health	0	0	0	0	0	0	0	0	1
nutrition	0	0	0	99	0	0	50	0	8
sex education	0	0	0	0	0	0	0	0	0
phys. health	0	0	0	3	0	0	0	0	75
Serv.: local funded: guid.	18	0	49	13	36	0	48	15	27
spch./hrg.	7	0	43	21	21	100	10	9	68
mental health	0	0	3	8	0	0	3	0	0
nutrition	0	0	12	41	0	0	18	10	21
sex education	0	0	0	0	0	0	3	0	0
phys. health	2	0	2	46	13	0	30	1	57
Supplemental Services	100	31	98	99	100	100	100	100	78
Left program	2	16	10	3	5	0	14	8	2
Reasons: progress	1	5	1	0	1	0	3	3	0
moving	1	1	7	1	4	0	7	2	2
parental dissat.	0	0	0	0	0	0	0	0	0
child dissat.	1	0	0	0	0	0	1	0	0
failure to adjust	0	0	0	0	0	0	1	1	0
other	0	11	2	1	1	0	2	2	0
Major Handicap:MR	0	0	0	0	0	0	0	0	1
Hd. hearing	6	0	0	0	0	0	0	1	6
Deaf	0	0	0	0	0	0	0	0	0
Speech imp.	1	0	1	4	1	0	2	0	8
Crippled	0	0	0	0	0	0	0	0	0
Visual hand.	1	0	0	1	0	0	1	1	2
emotional	0	0	0	0	0	0	0	0	4
other	2	0	2	5	1	0	0	1	5
no handicap	90	100	96	90	98	100	96	96	75

* Identifies characteristics differentiating most effective from least effective programs

Table 4-11 (cont.)

	LEA RANKINGS ON AMG								
	Most Effective				Least Effective				
	1	2	3	4	14	15	16	17	18
Parent communicated									
with comp. teacher	25%	1%	17%	22%	14%	0%	3%	7%	33%
classroom teacher	13	40	16	40	18	0	24	28	34
both	12	4	32	17	23	100	17	41	8
neither	50	54	35	21	45	0	55	24	26
Test obtain: reg. adm.	1	0	0	0	23	0	95	0	0
adm. to comp. only	99	100	100	100	77	100	5	100	100
Objectives: inc. readiness	1	10	7	17	0	0	18	22	14
inc. reading skills	93	90	80	83	80	0	80	78	31
inc. vocabulary	0	0	1	0	2	0	0	0	0
inc. comprehension	6	0	2	0	18	0	2	0	9
inc. lang. arts	0	0	0	0	0	100	0	0	46
other	0	0	10	0	0	0	0	0	0
% error cards	4%	41%	10%	4%	5%	0%	18%	2%	9%

*Identifies characteristics differentiating most effective from least effective programs.

Table 4-12 presents those characteristics identified as distinguishing the least effective from the most effective projects. One distinguishing factor is the kind of neighborhood in which the participants live.

According to teacher response, 64% of children in effective projects live in primarily residential areas; only 15% of children in least effective projects live in primarily residential areas. 81% of the children in least effective projects live in areas designated as residential/commercial; only 25% of those in most effective projects live in such dual purpose areas.

TABLE 4-12

CHARACTERISTICS DISTINGUISHING
THE MOST EFFECTIVE PROJECTS FROM THE LEAST EFFECTIVE PROJECTS

	MOST EFFECTIVE PROJECTS	LEAST EFFECTIVE PROJECTS
Which of the following best describes the neighborhood in which this pupil lives?		
Primarily residential	64%	15%
Primarily commercial or industrial	0%	3%
Both residential and commercial	25%	81%
Primarily rural	11%	0%
In your opinion which type of factor has contributed most significantly to this child's educational limitation?		
Physical	8%	2%
Psychological	11%	4%
Academic	17%	17%
Cultural	64%	77%
What is the primary basis for selecting this child to participate in this program?		
Inconsistency between achievement and potential	62%	34%
Below grade level achievement	31%	64%
Behavior problem	1%	0%
Other	4%	1%
Unknown	1%	1%
Would you describe the relationship between the design of this reading program and this child's individual needs?		
Program meets needs	60%	40%
Program can be modified to meet needs	40%	53%
Program not suitable for child's needs	0%	7%

Table 4-12 (cont.)	MOST EFFECTIVE PROJECTS	LEAST EFFECTIVE PROJECTS
If you were able to order instructional materials specifically for this child, how would your choice compare with the materials presently available for working with him?		
Same	42%	18%
Partly same, partly different	58%	76%
Totally different	0%	6%

* Based on all program participants, grades 1-12

Also, teachers identified 77% of the pupils in the least effective projects as having educational limitations attributable to cultural deficits; in the more effective projects only 64% of the pupils were so designated.

The way in which children were selected to participate in the Title I project differed in most and least effective projects. Two-thirds of the pupils in the most effective projects were selected on the basis of an inconsistency between their past achievement and their intellectual potential. These are children who are "not working up to potential" or are "underachievers". An assumption is made, (usually based on I.Q. scores) about the capacity of the children, and that is then compared to the actual achievement level observed. If there is a discrepancy, the child may be eligible to participate in a Title I program. In the least effective project, though, two thirds of the students were selected solely on the basis of achievement levels below the grade level expectation for the child. In those projects pupils who scored "below grade level" by some designated amount would be eligible for Title I participation, regardless of that child's potential.

The difference in method of selection could easily work in favor of those projects using the criterion of inconsistency between achievement and potential. Those projects are selecting students who have the greatest likelihood of success.

They may be choosing, for example, students who are two years behind in achievement but whose potential indicates they should be doing grade level work. Those projects who are selecting pupils only on the basis of their failure to do grade level work may be selecting students who by nature of their potential <u>cannot</u> do any better than that, regardless of the program offered them.

Whether or not children should be selected for participation in a Title I reading program solely on the basis of below grade level reading scores is an issue on which Title I administrators have not agreed. Some programs select those children who score below grade level, but who also indicate by virtue of I.Q. testing a capacity to attain higher scores. Section E of this chapter will investigate in greater detail the relation between I.Q. scores and demonstrated gains in reading achievement.

The educational milieu of today is one which supports a notion that educational programs should be tailored to fit the needs of individual children, not the hypothetical average of a group of children. Teachers were asked to indicate how well they thought a particular Title I reading program fit the needs of each individual child in that program. In the most effective programs teachers indicated that the reading program met the needs of 60% of the children enrolled, and that the program could be modified sufficiently to meet the needs of the remaining 40% of the children. In the least effective programs teachers judged the program to be one meeting the needs of only 40% of the children and could be modified to meet the needs of another 53%. But teachers judged the program to be unsuitable for 7% of the children.

Frequently the teachers who service the Title I reading programs have had little or nothing to do with its design or with the ordering of materials to be available to the program. They were asked the following question: "If you were able to order instructional meterials specifically for this child, how would your choice compare with the materials presently available for working with him?" Teachers in the most effective programs indicated that they would order the same materials for 42% of the children, and for the remaining 58% would order some of the same, but some different ones also. In the least effective projects teachers would order the same materials for only 18% of the children. They would order some of the same but some different additional materials

for 76%, and for 6% of the pupils they would order totally different materials.

It seems clear, then, that the design of the reading program and the materials available are fairly well suited to the needs of individual children in the most effective programs; they are less well suited to the needs of the children in the least effective projects.

It is especially interesting to note that the answers to the above questions on design of reading program and suitability of materials were provided on Form 71-B: Pretest, and thus collected at the start of the Title I reading program, usually in late October. Teachers, then, were able very early in the program to judge whether the program and the materials therein were appropriate for an individual child.

E. ACHIEVEMENT AND INTELLIGENCE

An analysis of reading programs such as the present one should attempt to consider all possible contributions to the success or failure of an individual child to profit from reading instruction. And likewise, if we are to compare projects on the amount of gain in reading achievement scores, as was done above, we must be careful that the projects have enrolled children of comparable general scholastic ability. The I.Q.s of children in the most effective projects seem not to differ significantly from those in least effective projects.

The mean I.Q. of all children in Title I reading programs was 95.3, and the standard deviation was 11. The mean score is identical to that reported in 1969-70. The distribution of I.Q. scores for those two years is presented in Table 4-13.

TABLE 4-13

PERCENTAGE DISTRIBUTION OF I.Q.s OF TITLE I PARTICIPANTS

I.Q. Range	1969-70	1970-71
less than 80	9%	8%
81-90	24%	25%
91-100	37%	37%
101-110	20%	21%
111-120	7%	7%
121 and over	2%	2%

Children with I.Q. of 121 and over are making average monthly gains somewhat lower than those with I.Q. between 111 and 120. I.Q., then, is not a perfect predictor of the size of gains in reading scores to be expected from participation in a Title I reading program.

It is important to point out that children with I.Q.s below 80 benefited considerably from participation in a Title I reading program. We would not originally have been surprised to find that these students benefited relatively little from Title I programs since their reading deficits might be more readily ascribed to lack of potential than to educational deprivation. This was not the case. These children have done quite well, making average monthly gains of 1.2, above the gains of 1.0 one would expect from groups with an average I.Q. of 100.

It can be noted that 70% of all participants in Title I reading programs have I.Q. below 101. Only 9% have I.Q.s above 111. It is clear that Title I reading programs are serving mainly those children with measured abilities on the low side of the distribution.

It is of importance to consider whether a child's success in a reading program is related to his I.Q. Table 4-14 provides the information necessary to answer this question.

TABLE 4-14

READING ACHIEVEMENT BY I.Q. LEVELS

I.Q.	AVERAGE MONTHLY GAINS 1969-70	1970-71
less than 80	1.4	1.2
81-90	1.6	1.2
91-100	1.5	1.5
101-110	1.6	1.6
111-120	1.7	1.8
121 and over	1.5	1.6

Average monthly gains during the program are minimally related to I.Q. Children with I.Q. of less than 80 are making gains comparable to those made by children with I.Q. between 81 and 90. What is extremely encouraging is that both those groups, and the next, those scoring between 91 and 100 are making gains well above the average expected gain of 1.0. These groups are exceeding the gains one would predict on the basis of their measured I.Q.

F. ACHIEVEMENT AND DURATION OF PROGRAM

In an attempt to determine those program characteristics which might be related to program success we analyzed gains in reading scores as a function of the number of hours each child actually spent in his Title I reading program That data is presented in Table 4-15.

TABLE 4-15

GAINS IN READING SCORES IN RELATION TO DURATION OF THE PROGRAM

Hours in program	Number of students	Average Monthly Gain
1-25	88	1.1
26-50	539	1.5
51-75	1041	1.5
76-100	669	1.2
101-125	265	1.6
126-150	628	1.7
151-175	155	1.4
176-200	0	---
more than 200	150	.9

One would expect that the number of hours actually spent in Title I reading instruction would be positively related to gains in reading score. The smallest gains were made by those students who spent the most time - over 200 hours - in the program. The largest gains were made by those who spent between 126 and 150 hours in the program.

G. PROJECT EFFECTIVENESS AND COST

No analysis of project effectiveness would be complete without an analysis of cost factors. The average per pupil costs of the most and least effective projects were computed and are found in Table 4-16. The amount spent by the most effective projects was $269.85 and that spent by the least effective projects, $272.21. It is quite clear that the total amount spent is not at all related to the success of the project in improving reading scores.

All projects submitted detailed fiscal analysis of their expenditures indicating not only the amount spent on various instructional activities but also the amount spent on activities which serviced the project, e.g. transportation, food, guidance health, library, and the amount expended on administration, fixed charges, maintenance and capital expenditures. The figures above include all such expenditures.

It is interesting to note, however, how much of the total was expended only on reading instruction. Table 4-16 presents that information in the column headed "per pupil cost for reading instruction only". The most effective projects spent $205.54 per pupil on reading instruction alone. The least effective projects spent only $142.47 on reading instruction. While both kinds of projects, i.e. most and least effective, spent comparable total amounts per pupil, there is considerable difference in the amount spent on reading instruction, with the most effective projects spending $63.07 more than the least effective projects. What this means is that the least effective projects are spending more of their money on non-reading activities, i.e. supportive activities, administration of projects, capital expenditures and maintenance. The most effective projects use only $64.31 per pupil on those activities, the least effective projects use $129.74 for those activities.

TABLE 4-16

COMPARISON OF COSTS FOR MOST AND LEAST EFFECTIVE PROGRAMS

LEA ranking	Total per pupil cost	Per pupil cost for reading instruction only	Difference
Most Effective			
1	$290.25	$283.09	$ -7.16
2	422.91	338.13	-84.78
3	249.92	174.15	-75.77
4	204.53	164.85	-39.68
Average	269.85	205.54	-64.31
Least Effective			
14	166.32	150.74	-15.58
15	219.75	101.23	-118.52
16	275.66	121.42	-154.24
17	572.37	402.32	-170.05
18	260.44	178.09	-82.35
Average		142.47	-129.74

We do not wish to imply that guidance and other supportive services have no effect on a child's reading achievement. We wish to emphasize that the most effective projects had a per pupil expenditure of $205.54 for reading instruction, while the least effective projects spent only $142.47 for reading instruction for each pupil despite greater total per pupil expenditures.

Table 4-16 indicates that some pupils in the most effective projects did receive supportive services but most of these services were funded with local and state compensatory money. The capacity of the school system to provide for the child's non-instructional needs with its own locally funded resources is probably a factor contributing to the success of the Title I program.

Conclusions based on the findings of this statewide evaluation are presented on the next page followed by recommendations concerning suggested areas of investigation for subsequent evaluations and possible follow-up to this report.

CONCLUSIONS

In order to reach the goal of increasing the child's average monthly gain over his prior average monthly gain, the LEA should apply the following guidelines to the design of a Title I reading project:

1. Provide each child with instructional materials particularly suited to his needs.
2. Design a reading program compatible with each child's individual needs.
3. Involve the teacher in the selection of materials and in designing the project.
4. Do not dilute your Title I funds by attempting to provide too many supportive services and/or by attempting to serve too many children.
5. Investigate the possibility of providing supportive services through other available community or school department resources.
6. Recognize that children who reside in residential/commercial areas, and/or who exhibit marked cultural deficits require programs specially designed to meet their needs.

RECOMMENDATIONS

1. A study should be made of the most effective programs in terms of organizational patterns, content, facilities and methods to provide models for other less effective programs.
2. The effect of other variables might be investigated, such as concentration of children receiving AFDC and mobility of population.
3. A count should be taken of the actual number of hours of direction and supervision given to Title I reading teachers and the ratio of reading teachers to supervisory reading specialists should be determined.
4. The least effective reading projects, if they are to continue, should undergo considerable restructuring, or should be forced to justify their approach satisfactorily.

APPENDIX A

Copies of:

Form 71A-1 -Program Information

Form 71A-2 -Project Information

Form B -Pre-Test Information

Form C -Post-Test Information

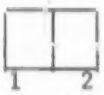
COMPENSATORY EDUCATION

EVALUATION SURVEY FORM 71 A-1

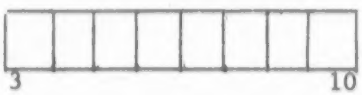
PROGRAM INFORMATION

Part I: The following has been completed by the SEA Title I staff. Please verify for accuracy.

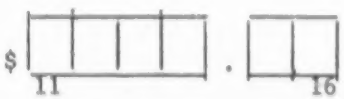
1. LEA Code No.



2. Name of LEA

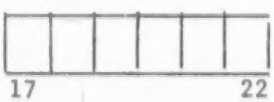


3. What was your school district's average per-pupil expenditure from all non-Title I funds for fiscal year ending June 30, 1970?

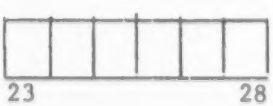


4. What was the number of school-age children in this district enrolled in public and non-public schools as of October 1970?

Public



Non-Public



Part II: The following program information is to be completed by the LEA representative.

1. Please indicate the number of children, by ethnic group, who participated in this Title I project.

white, native born	,___	29-32
white, foreign born	,___	33-36
black, native born	,___	37-40
black, foreign born	,___	41-44
Oriental	,___	45-48
other	,___	49-52
Total	,___	

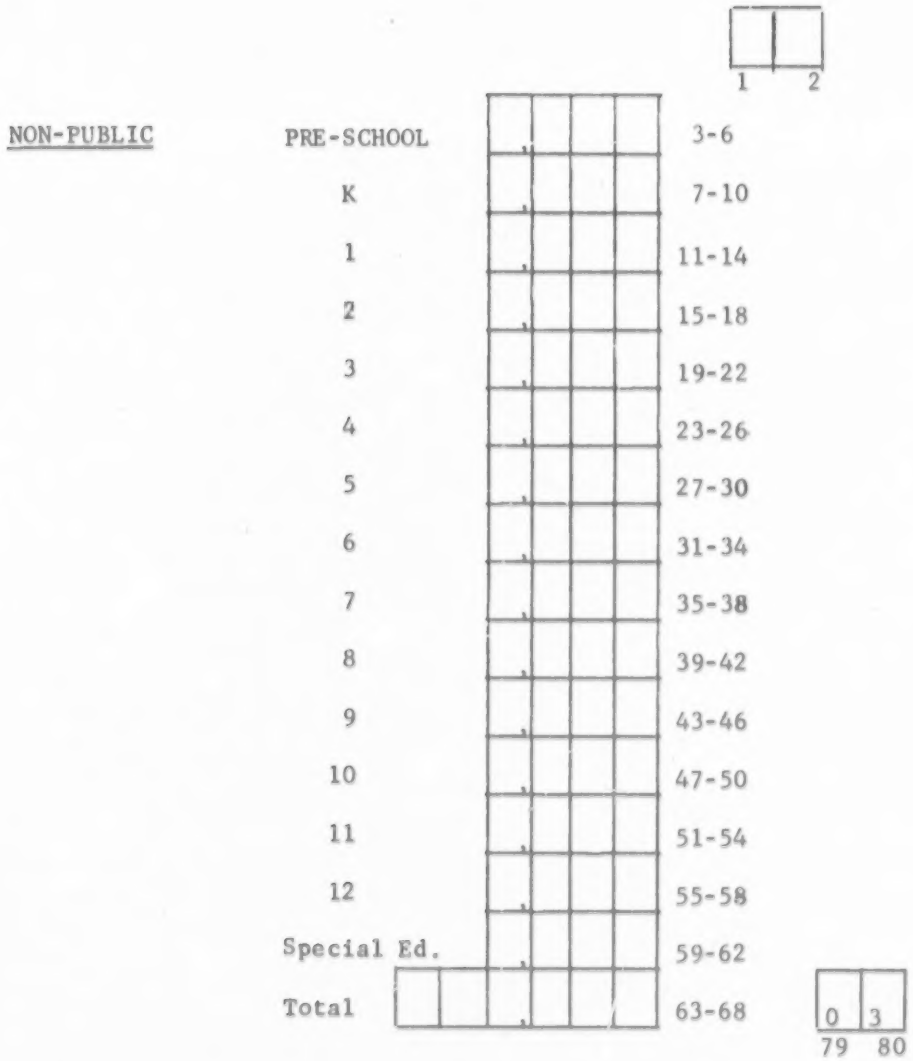
0	1
79	80

2. Give an unduplicated count by grade level of public and non-public school children actually participating in Title I programs during this academic year. (Note separate charts for public school on this page, non-public school on page 3.)

		1	2
PUBLIC	PRE-SCHOOL	,___	3-6
	K	,___	7-10
	1	,___	11-14
	2	,___	15-18
	3	,___	19-22
	4	,___	23-26
	5	,___	27-30
	6	,___	31-34
	7	,___	35-38
	8	,___	39-42
	9	,___	43-46
	10	,___	47-50
	11	,___	51-54
	12	,___	55-58
	Special Ed.	,___	59-62
	Total	,___	63-68

0	2
79	80

Part II 2. (Continued)



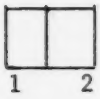
NOTE: The total public and non-public school enrollment should correspond to the total ethnic group enrollments in question number 1.

3. Give an unduplicated count by grade level of public and non-public school children actually participating in Section 4, of the State Compensatory Program, during this academic year.

		1 2	
PUBLIC	PRE-SCHOOL	,	3-6
	K	,	7-10
	1	,	11-14
	2	,	15-18
	3	,	19-22
	4	,	23-26
	5	,	27-30
	6	,	31-34
	7	,	35-38
	8	,	39-42
	9	,	43-46
	10	,	47-50
	11	,	51-54
	12	,	55-58
	Special Ed.	,	59-62
	Total	,	63-68

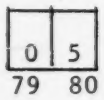
0 4
79 80

Part II 3. (Continued)



NON-PUBLIC

PRE-SCHOOL		3-6
K		7-10
1		11-14
2		15-18
3		19-22
4		23-26
5		27-30
6		31-34
7		35-38
8		39-42
9		43-46
10		47-50
11		51-54
12		55-58
Special Ed.		59-62
Total		63-68

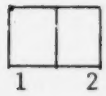


4. Indicate how many children received instruction or services funded by <u>both</u> Title I and Section 4 of the State Compensatory Program during this academic year.

			1 2
<u>PUBLIC</u>	PRE-SCHOOL	,	3-6
	K	,	7-10
	1	,	11-14
	2	,	15-18
	3	,	19-22
	4	,	23-26
	5	,	27-30
	6	,	31-34
	7	,	35-38
	8	,	39-42
	9	,	43-46
	10	,	47-50
	11	,	51-54
	12	,	55-58
	Special Ed.	,	59-62
	Total	,	63-68

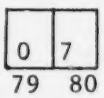
0 6
79 80

Part II 4. (Continued)



NON-PUBLIC

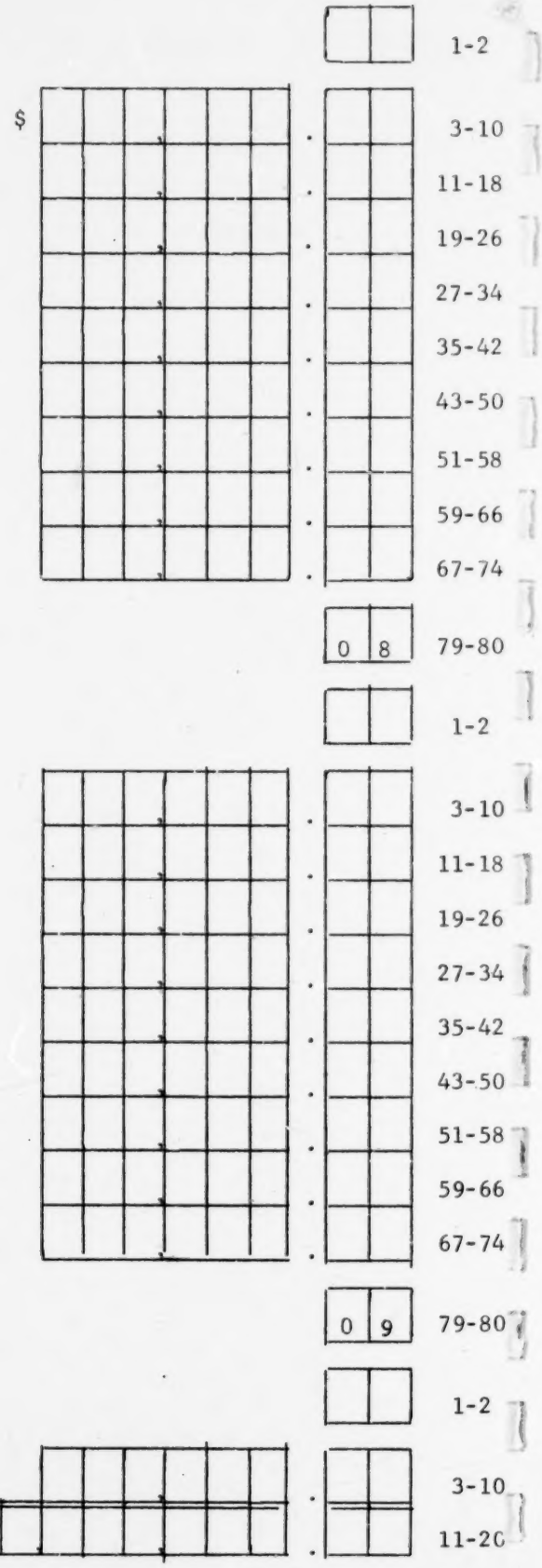
PRE-SCHOOL		3-6
K		7-10
1		11-14
2		15-18
3		19-22
4		23-26
5		27-30
6		31-34
7		35-38
8		39-42
9		43-46
10		47-50
11		51-54
12		55-58
Special Ed.		59-62
Total		63-68



5. Please prepare an "Actual Expenditure Breakdown" of instructional and service activities within your compensatory program.

TITLE I, ESEA

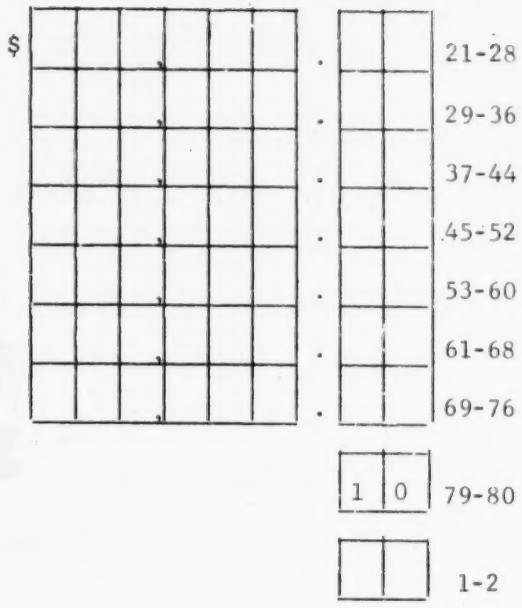
A. INSTRUCTIONAL ACTIVITIES



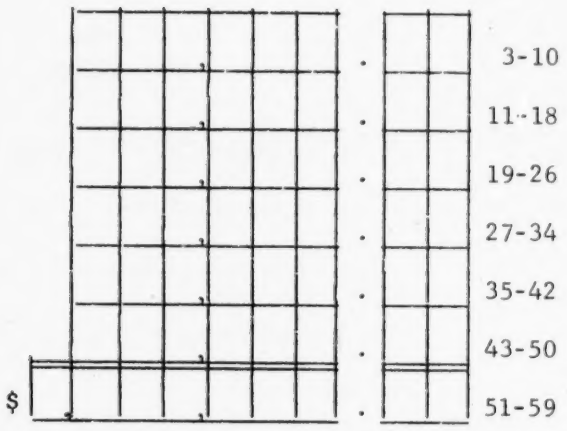
			1-2
1. Art	$	.	3-10
2. Business Education		.	11-18
3. Cultural Enrichment		.	19-26
4. English-Reading		.	27-34
5. English-2nd Language		.	35-42
6. English-Speech		.	43-50
7. English-Other		.	51-58
8. Foreign Language		.	59-66
9. Health/Phys. Ed./Recreation		.	67-74
		0 8	79-80
			1-2
10. Home Economics		.	3-10
11. Industrial Arts		.	11-18
12. Mathematics		.	19-26
13. Music		.	27-34
14. Natural Science		.	35-42
15. Social Science		.	43-50
16. Vocational Education		.	51-58
17. Sp. Activities for Handicapped		.	59-66
18. Pre-Kindergarten and Kindergarten		.	67-74
		0 9	79-80
			1-2
19. Other Instructional Activities		.	3-10
20. TOTAL COST OF INSTRUCTIONAL ACTIVITIES (sum of lines 1-19)	$	.	11-20

B. SERVICE ACTIVITIES

1. Attendance
2. Clothing
3. Food
4. Guidance and Counseling
5. Health-Dental
6. Health-Medical
7. Library

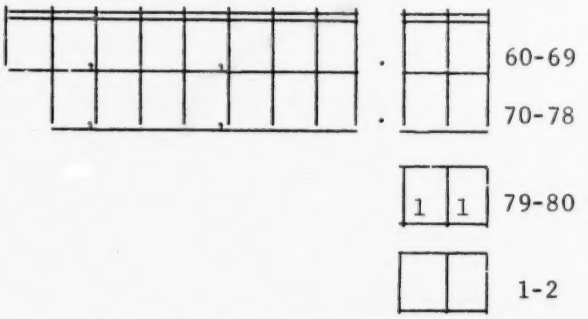


8. Psychological
9. School Social Work
10. Speech Therapy
11. Transportation
12. Sp. Services for Handicapped
13. Other Service Activities
14. TOTAL COST OF SERVICE ACTIVITIES (sum of lines 1-13)

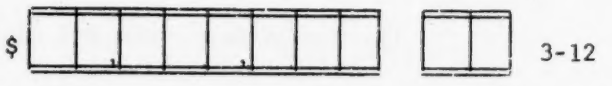


C. VERIFICATION OF EXPENDITURES

1. Total A-20 and B-14 above
2. Add: Expenditures in series 100, 600, 700, 800, and 1,200 as reported on financial report forms (RI 11270-Title I)



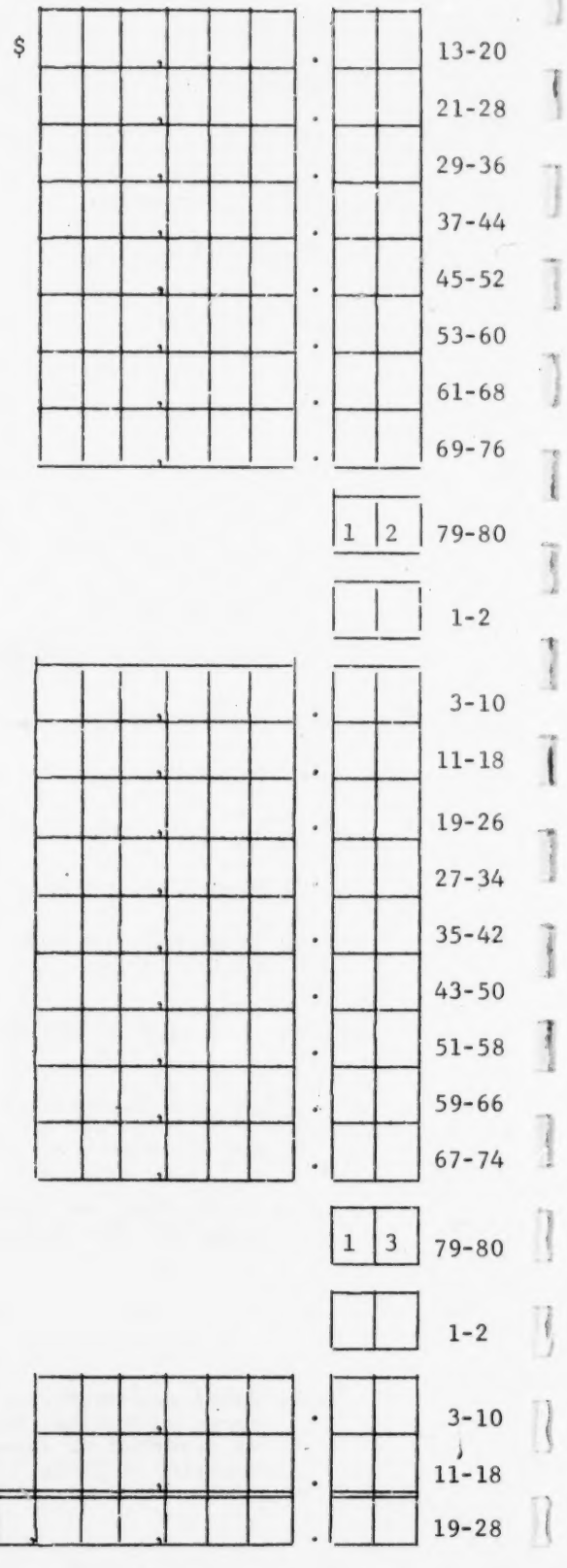
3. Total expenditures - (to agree with total expenditures as reported on financial reports) - Title I



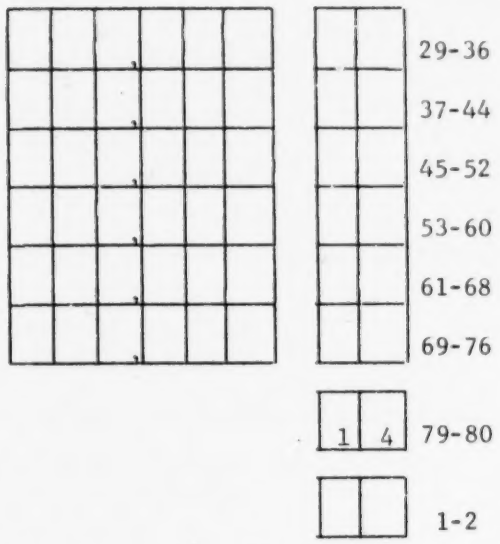
5. (Continued)

STATE COMPENSATORY

A. INSTRUCTIONAL ACTIVITIES



B. SERVICE ACTIVITIES



1. Attendance — 29-36
2. Clothing — 37-44
3. Food — 45-52
4. Guidance and Counseling — 53-60
5. Health-Dental — 61-68
6. Health-Medical — 69-76

14 — 79-80

1-2

7. Library — 3-10
8. Psychological — 11-18
9. School Social Work — 19-26
10. Speech Therapy — 27-34
11. Transportation — 35-42
12. Sp. Services for Handicapped — 43-50
13. Other Service Activities — 51-58
14. TOTAL COST OF SERVICE ACTIVITIES (sum of lines 1-13) — $ — 59-67

C. VERIFICATION OF EXPENDITURES

1. Totals of A and B above — 68-77

15 — 79-80

1-2

2. Add: Expenditures in series 100, 600, 700, 800, and 1,200 as reported on financial report forms (RI3171C - Section 4) — 3-12

3. Total Expenditures - (to agree with total expenditures as reported on financial reports) - State Compensatory — $ — 13-22

Part III: Please complete the following information on parental involvement.

1. Since June, 1970, have you had any CITIZEN's ADVISORY COMMITTEE(S) in your district concerned with Title I, or other compensatory programs?

   1. yes ( ) 2. no ( ) 23

If you answered "No" to question 1, do not complete the remainder of this program questionnaire. If you answered "Yes" to question 1, complete questions 2-12 below.

---

2. Please indicate below the number of Title I, ESEA Citizen's Advisory Committees currently active in your district:

   ☐☐ 24-25

3. Did you receive ASSISTANCE or ADVICE from your State Department of Education in establishing Title I, ESEA Citizen's Advisory Committee(s) in your district? (check only one answer)

   1. Yes, ASSISTANCE ( ) 3. Yes, BOTH ( )

   2. Yes, ADVICE ( ) 4. NONE ( ) 26

4. Since June, 1970, with which of the following have Citizens' Advisory Committees in your district been concerned? (Mark all that apply.)

   1. Issues concerning the entire district — 1. Yes ( ) 2. No ( ) 27

   2. Issues concerning a subdivision of the district — 1. Yes ( ) 2. No ( ) 28

   3. Issues concerning individual schools in the district — 1. Yes ( ) 2. No ( ) 29

   4. Issues concerning specific Title I, ESEA projects in the district — 1. Yes ( ) 2. No ( ) 30

   5. Other, specify _____ — 1. Yes ( ) 2. No ( ) 31

5. What were the duties of the Citizen's Advisory Committee? (Mark all that apply.)

1. Supplied information on parents' views of unmet educational needs	1. Yes ( ) 2. No ( )	32
2. Supplied information on students' views of unmet educational needs	1. Yes ( ) 2. No ( )	33
3. Made recommendations on expenditures of Title I funds	1. Yes ( ) 2. No ( )	34
4. Participated in the development of Title I applications	1. Yes ( ) 2. No ( )	35
5. Reviewed Title I applications	1. Yes ( ) 2. No ( )	36
6. Made recommendations on improvement of Title I programs	1. Yes ( ) 2. No ( )	37
7. Participated in Title I program evaluations	1. Yes ( ) 2. No ( )	38
8. Recommended teacher personnel policy changes	1. Yes ( ) 2. No ( )	39
9. Other duties, specify	1. Yes ( ) 2. No ( )	40

6. Please indicate below the number of <u>each</u> of the following types of persons on Title I, ESEA Citizen's Advisory Committees in your district: (enter 0 if there are no representatives of a specified type)

1. Public school administrators	☐☐	41-42
2. Public school teachers	☐☐	43-44
3. Private school personnel	☐☐	45-46
4. Local health agency	☐☐	47-48
5. Local welfare agency personnel	☐☐	49-50
6. Parents of Title I, ESEA children	☐☐	51-52
7. Parent representatives of the COMMUNITY ACTION PROGRAM	☐☐	53-54
8. Parent members of the HEADSTART ADVISORY COMMITTEE	☐☐	55-56
9. Representatives from other neighborhood groups	☐☐	57-58
10. Students from local secondary schools	☐☐	59-60
11. Others	☐☐	61-62

7. Since June, 1970, how often (on the average) have each of the Title I ESEA Citizen's Advisory Committees met in your district?

1. Three or more times a month ( ) 3. Once a month ( )

2. Twice a month ( ) 4. Less than once a month ( ) 63

8. Since June, 1970, has training been provided for Title I, ESEA Citizen's Advisory Committees in your district?

1. Yes ( ) 2. No ( ) 64

9. If you answered "Yes" to question 8, please indicate the subject matter included in training for Title I Citizen's Advisory Committee members in your district. (Mark all that apply.)

1. Training in academic curricula	1. Yes ( ) 2. No ( )	65
2. Training in school finance	1. Yes ( ) 2. No ( )	66
3. Training in school personnel policies	1. Yes ( ) 2. No ( )	67
4. Training in Title I program procedures	1. Yes ( ) 2. No ( )	68
5. Training in instructional media and equipment	1. Yes ( ) 2. No ( )	69
6. Other, specify _____	1. Yes ( ) 2. No ( )	70

10. Do you reimburse members of Title I, ESEA Citizen's Advisory Committees in your district for expense incurred in the performance of their duties?

1. Yes ( ) 2. No ( ) 71

11. Since June, 1970, has your school district provided clerical or technical staff for the Citizens' Advisory Committees? (Check one response.)

1. No	( )	3. Yes, technical staff	( )	
2. Yes, clerical staff	( )	4. Yes, both	( )	72

12. Please indicate below the primary method of selections of the following types of persons who have served on Citizens' Advisory Committees in your district since June, 1970. There can be only one method checked for each type of person. There must be six and only six checks on the chart.

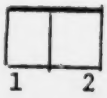
	METHODS OF SELECTION							
Types of Persons	1 Appointment by School District	2 Appointment by Community Action	3 Appointment by School Principal	4 Town Meeting Election	5 Self-Selection	6 Other	7 No participation	
Public School Administrators								73
Public School Teachers								74
Parents of Title I Children								75
Other Lay Community Members								76
Officials of Other Community Action Organizations								77
Students From Local Secondary Schools								78

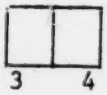
1 6 79-80

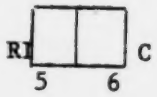
COMPENSATORY EDUCATION
EVALUATION SURVEY FORM 71-A-2
PROJECT INFORMATION

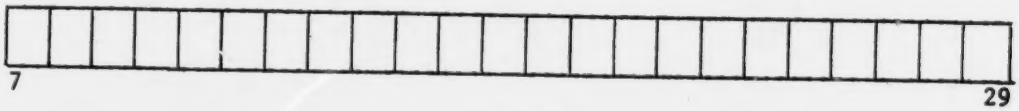
Part I: The following has been completed by the State Education Agency Title I staff. Do not change these values.

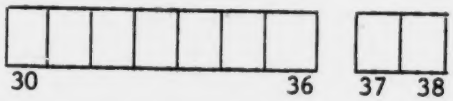
---

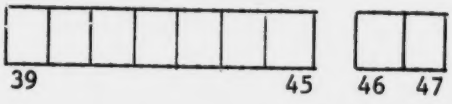
1. LEA code number 

2. Title I Project number 

3. State Compensatory project number 

4. Name of LEA 

5. Title I funds expended 

6. State funds expended 

7. What was the relationship between Title I and State Compensatory funds in this project?

1. Title I only ( )
2. State only ( )
3. Title I with 100% State supplement ( )
4. Title I with less than 100% State supplement ( )

Questions 8 and 9 will be completed only if option 4 was checked in Question 7.

8. What percentage of the total State Compensatory grant numbered was used to supplement this Title I Project? RI [ ][ ] C

[ ][ ] . [ ] %
49 51

9. List the numbers of other Title I projects which were also supplemented by this State Compensatory grant and the percentage that was allotted to each.

Project No.	Percentage of allotment
[ ][ ] (52 53)	[ ][ ] . [ ] % (54 56)
[ ][ ] (57 58)	[ ][ ] . [ ] % (59 61)

Part II. The following project information is to be completed by the LEA representative. Title I components are to be supplied only if there is a Title I project number in Part I. State Compensatory components are to be supplied only if there is a State number in Part I.

---

1. Title I Component

A. Beginning date (month/day/year) ☐☐ / ☐☐ / ☐☐ (62 / 67)

Ending date (month/day/year) ☐☐ / ☐☐ / ☐☐ (68 / 73)

Time of operation

1. Regular school day	1. yes ( )	2. no ( )	74
2. After school	1. yes ( )	2. no ( )	75
3. Before school	1. yes ( )	2. no ( )	76
4. Saturday	1. yes ( )	2. no ( )	77

B. Title I Personnel ☐☐☐☐☐☐ (1 / 6) ☐☐ (1 7) 79-80

Number of		Full Time Equivalents		
Directors	7-9	Directors	☐☐☐.☐☐	7-11
Teachers	10-12	Teachers	☐☐☐.☐☐	12-16
Teacher Aides	13-15	Teacher Aides	☐☐☐.☐☐	17-21
Counselors	16-18	Counselors	☐☐☐.☐☐	22-26
Medical	19-21	Medical	☐☐☐.☐☐	27-31
Dental	22-24	Dental	☐☐☐.☐☐	32-36
Psychological	25-27	Psychological	☐☐☐.☐☐	37-41
Soc. Workers	28-30	Soc. Workers	☐☐☐.☐☐	42-46
Clerical	31-33	Clerical	☐☐☐.☐☐	47-51
Custodial	34-36	Custodial	☐☐☐.☐☐	52-56
Consultants	37-39	Consultants	☐☐☐.☐☐	57-61

☐☐☐☐☐☐ (1 / 6) ☐☐ (1 8) 79-80

☐☐☐☐☐☐ (1 / 6) ☐☐ (1 9) 79-80

2. State Compensatory Component

A. Beginning date (month/day/year) ☐☐ / ☐☐ / ☐☐ (7–12)

Ending date (month/day/year) ☐☐ / ☐☐ / ☐☐ (13–18)

Time of operation

1. Regular school day	1. yes ( )	2. no ( )	19
2. After school	1. yes ( )	2. no ( )	20
3. Before school	1. yes ( )	2. no ( )	21
4. Saturday	1. yes ( )	2. no ( )	22

B. State Compensatory Personnel ☐☐☐☐☐☐ (1–6)

Number of		Full Time Equivalents		
Directors	23-25	Directors	☐☐☐.☐☐	7-11
Teachers	26-28	Teachers	☐☐☐.☐☐	12-16
Teacher Aides	29-31	Teacher Aides	☐☐☐.☐☐	17-21
Counselors	32-34	Counselors	☐☐☐.☐☐	22-26
Medical	35-37	Medical	☐☐☐.☐☐	27-31
Dental	38-40	Dental	☐☐☐.☐☐	32-36
Psychological	41-43	Psychological	☐☐☐.☐☐	37-41
Social Worker	44-46	Social Worker	☐☐☐.☐☐	42-46
Clerical	47-49	Clerical	☐☐☐.☐☐	47-51
Custodial	50-52	Custodial	☐☐☐.☐☐	52-56
Consultants	53-55	Consultants	☐☐☐.☐☐	57-61
2 0	79-80	2 1		79-80

3. Title I Children

Give an unduplicated count by grade level of public and non-public school children actually participating in the Title I Component of this project.

PUBLIC (1–6)

pre-school	,	7-10
K	,	11-14
1	,	15-18
2	,	19-22
3	,	23-26
4	,	27-30
5	,	31-34
6	,	35-38
7	,	39-42
8	,	43-46
9	,	47-50
10	,	51-54
11	,	55-58
12	,	59-62
Special Ed.	,	63-66
TOTAL	,	67-72

2 2	79-80

NON-PUBLIC (1–6)

Pre-school	,	7-10
K	,	11-14
1	,	15-18
2	,	19-22
3	,	23-26
4	,	27-30
5	,	31-34
6	,	35-38
7	,	39-42
8	,	43-46
9	,	47-50
10	,	51-54
11	,	55-58
12	,	59-62
Special Ed.	,	63-66
TOTAL	,	67-72

2 3	79-80

4. State Compensatory Children

Give an unduplicated count by grade level of public and non-public school children actually participating in the Title I Component of this project.

PUBLIC [ ][ ][ ][ ][ ][ ] (1–6)

pre-school	[ ][ ][ ][ ].00	7-10
K	[ ][ ][ ][ ].00	11-14
1	[ ][ ][ ][ ].00	15-18
2	[ ][ ][ ][ ].00	19-22
3	[ ][ ][ ][ ].00	23-26
4	[ ][ ][ ][ ].00	27-30
5	[ ][ ][ ][ ].00	31-34
6	[ ][ ][ ][ ].00	35-38
7	[ ][ ][ ][ ].00	39-42
8	[ ][ ][ ][ ].00	43-46
9	[ ][ ][ ][ ].00	47-50
10	[ ][ ][ ][ ].00	51-54
11	[ ][ ][ ][ ].00	55-58
12	[ ][ ][ ][ ].00	59-62
Special Ed.	[ ][ ][ ][ ].00	63-66
TOTAL	[ ][ ][ ][ ][ ][ ].00	67-72

[2][4] 79-80

NON-PUBLIC [ ][ ][ ][ ][ ][ ] (1–6)

pre-school	[ ][ ][ ][ ],	7-10
K	[ ][ ][ ][ ],	11-14
1	[ ][ ][ ][ ],	15-18
2	[ ][ ][ ][ ],	19-22
3	[ ][ ][ ][ ],	23-26
4	[ ][ ][ ][ ],	27-30
5	[ ][ ][ ][ ],	31-34
6	[ ][ ][ ][ ],	35-38
7	[ ][ ][ ][ ],	39-42
8	[ ][ ][ ][ ],	43-46
9	[ ][ ][ ][ ],	47-50
10	[ ][ ][ ][ ],	51-54
11	[ ][ ][ ][ ],	55-58
12	[ ][ ][ ][ ],	59-62
Special Ed.	[ ][ ][ ][ ],	63-66
TOTAL	[ ][ ][ ][ ][ ][ ],	67-72

[2][5] 79-80

[ ][ ][ ][ ][ ][ ] (1–6)

5. Are the children participating in the State Compensatory Program

   1. the <u>same</u> children who were served by the Title I component? ( )

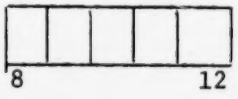
   OR

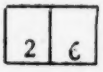
   2. completely different children from the ones reported for the Title I component? ( ) 7

   OR

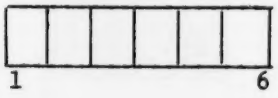
   3. partially the same and partially different children from the ones reported for the Title I component? ( )

6. If you answered yes to 5-3 above, indicate the total number of children participating in a State Compensatory Program who also participated in the Title I component.





79-80



7. Within this project, how many children participated in each of the following specific program activities?

Code Number	Activity	Title I	State Compensatory	Unduplicated Total
01	Reading Readiness	7-10	23-26	31-34
02	Remedial or Corrective Reading	11-14	27-30	35-38
03	Language Arts and Communication Skills	15-18	31-34	39-42
04	English as a Second Language	19-22	35-38	43-46
05	Special Education	23-26	39-42	47-50
06	Pre-School	27-30	43-46	51-54
07	Kindergarten	31-34	47-50	55-58
08	Cultural	35-38	51-54	59-62
09	Pupil Personnel Services	39-42	55-58	63-66
10	Mathematics	43-46	59-62	67-70
				2 9 79-80 [ ] 1-6
11	Transitional	47-50	63-66	7-10
12	Library	51-54	67-70	11-14
13	Media Center	55-58	71-74	15-18
14	Recreation	59-62	75-78	19-22
			2 8 79-80 [ ] 1-6	
15	Speech and Hearing	63-66	7-10	23-26
16	Community Schools	67-70	11-14	27-30
		2 7 79-80 [ ] 1-6		
17	Industrial Arts	7-10	15-18	31-34
18	Vocational Education	11-14	19-22	35-38
19	School Clinic	15-18	23-26	39-42
20	Other (specify)	19-22	27-30	43-46

8. If this project employed the services of a Teacher Aide, which of the following categories would best describe this Aide?

1. assistant teacher	( )	5. combination of above	( )
2. instructional aide	( )	6. no teacher aide	( )
3. supervisional aide	( )	7. other, specify	( )
4. clerical aide	( )		

55

9. Did staff assigned to this compensatory project participate in a training program?

1. yes ( ) 2. no ( ) 56

COMPLETE QUESTION 10 ONLY IF YOU RESPOND POSITIVELY TO QUESTION 9. IF YOU RESPONDED "NO" YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

10. How many different training programs were run for this project? ___ 57-58

3 0 79-80

FOR EACH OF THE TRAINING PROGRAMS REPORTED IN QUESTION 10, PROVIDE THE FOLLOWING INFORMATION:

TRAINING PROGRAM #1 [ ][ ][ ][ ][ ][ ] 1-6

A. Write in the activity code number from page 8 of the activity or activities within this project for whose personnel the training program being described was designed.

[ ][ ] 7-8 [ ][ ] 9-10 [ ][ ] 11-12 [ ][ ] 13-14 [ ][ ] 15-16

B. What was the duration in hours of this training program? ___hours 17-19

C. Please indicate the time of this training program.

1. pre-service	( )	3. both pre-service and in-service	( )	
2. in-service	( )	4. other, specify_____	( )	20

D. Did this training program provide joint training of the teachers with any of the following?

1. teacher aide or other supportive personnel	1. yes ( ) 2. no ( )	21
2. other professional personnel	1. yes ( ) 2. no ( )	22
3. parents of pupils	1. yes ( ) 2. no ( )	23
4. other personnel	1. yes ( ) 2. no ( )	24

E. Who conducted this training program?

1. project director	( )	5. consultants from business, industry, etc.	( )	
2. professional staff of LEA (e.g. reading specialist)	( )	6. private professional consultants	( )	
3. SEA staff	( )	7. other, specify_____	( )	25
4. college or university	( )			

F. Please indicate the objectives of this training program. (select as many as necessary)

0.	introduction of new instructional techniques	1. yes ( ) 2. no ( )	26
1.	introduction of new content material	1. yes ( ) 2. no ( )	27
2.	utilization of instructional equipment and materials	1. yes ( ) 2. no ( )	28
3.	measurement, evaluation, and reporting	1. yes ( ) 2. no ( )	29
4.	general orientation to the philosophy of compensatory education	1. yes ( ) 2. no ( )	30
5.	culture and personality of the educationally disadvantaged	1. yes ( ) 2. no ( )	31
6.	types of learning disabilities	1. yes ( ) 2. no ( )	32
7.	project planning and design	1. yes ( ) 2. no ( )	33
8.	utilization of ancillary services (e.g. guidance)	1. yes ( ) 2. no ( )	34
9.	utilization of other resources (e.g. library, community)	1. yes ( ) 2. no ( )	35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1970-71 academic year.

Regular Classroom Teachers		36-38
Special teachers, (other than compensatory teachers) Ex: itinerant music teachers		39-41
Compensatory Teachers		42-44
Guidance Counselors		45-47
Social Workers		48-50
School Principals		51-53
Other Professional Personnel		54-56
Parents		57-59
Teacher Aides		60-62
Others		63-65

H. What was the total cost of this training program?

$ [ ][ ][ ][ ][ ][ ] . [ ][ ]
66 72

[ ][ ]
79 80

IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

TRAINING PROGRAM #2 [ ][ ][ ][ ][ ][ ] (1–6)

A. Write in the activity code number from page 8 of the activity or activities within this project for whose personnel the training program being described was designed.

[ ][ ] 7-8 [ ][ ] 9-10 [ ][ ] 11-12 [ ][ ] 13-14 [ ][ ] 15-16

B. What was the duration in hours of this training program? ____hours 17-19

C. Please indicate the time of this training program.

1. pre-service ( )
2. in-service ( )
3. both pre-service and in-service ( )
4. other, specify_____ ( ) 20

D. Did this training program provide joint training of the teachers with any of the following?

1. teacher aide or other supportive personnel	1. yes ( ) 2. no ( )	21
2. other professional personnel	1. yes ( ) 2. no ( )	22
3. parents of pupils	1. yes ( ) 2. no ( )	23
4. other personnel	1. yes ( ) 2. no ( )	24

E. Who conducted this training program?

1. project director ( )
2. professional staff of LEA (e.g. reading specialist) ( )
3. SEA staff ( )
4. college or university ( )
5. consultants from business, industry, etc. ( )
6. private professional consultants ( )
7. other, specify_____ ( ) 25

F. Please indicate the objectives of this training program. (select as many as necessary)

0. introduction of new instructional techniques	1. yes ( ) 2. no ( )	26
1. introduction of new content material	1. yes ( ) 2. no ( )	27
2. utilization of instructional equipment and materials	1. yes ( ) 2. no ( )	28
3. measurement, evaluation and reporting	1. yes ( ) 2. no ( )	29
4. general orientation to the philosophy of compensatory education	1. yes ( ) 2. no ( )	30
5. culture and personality of the educationally disadvantaged	1. yes ( ) 2. no ( )	31
6. types of learning disabilities	1. yes ( ) 2. no ( )	32
7. project planning and design	1. yes ( ) 2. no ( )	33
8. utilization of ancillary services (e.g. guidance)	1. yes ( ) 2. no ( )	34
9. utilization of other resources (e.g. library, community)	1. yes ( ) 2. no ( )	35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1970-71 academic year.

Regular classroom teachers		36-38
Special teachers, (other than compensatory teachers) EX: itinerant music teachers		39-41
Compensatory teachers		42-44
Guidance Counselors		45-47
Social Workers		48-50
School Principals		51-53
Other professional personnel		54-56
Parents		57-59
Teacher aides		60-62
Others		63-65

H. What was the total cost of this training program?

$ [ ][ ][ ][ ][ ] . [ ][ ]
66 72

[3][2]
79 80

IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

TRAINING PROGRAM #3 [ ][ ][ ][ ][ ][ ] 1 6

A. Write in the activity code number from page 8 of the activity or activities within this project for whose personnel the training program being described was designed.

[ ][ ] 7-8 [ ][ ] 9-10 [ ][ ] 11-12 [ ][ ] 13-14 [ ][ ] 15-16

B. What was the duration in hours of this training program? ____ hours 17-19

C. Please indicate the time of this training program.

1. pre-service ( )
2. in-service ( )
3. both pre-service and in-service ( )
4. other, specify_____ ( ) 20

D. Did this training program provide joint training of the teachers with any of the following?

1. teacher aide or other supportive personnel	1. yes ( ) 2. no ( )	21
2. other professional personnel	1. yes ( ) 2. no ( )	22
3. parents of pupils	1. yes ( ) 2. no ( )	23
4. other personnel	1. yes ( ) 2. no ( )	24

E. Who conducted this training program?

1. project director ( )
2. professional staff of SEA (e.g. reading specialist) ( )
3. SEA staff ( )
4. college or university ( )
5. consultants from business, industry, etc. ( )
6. private professional consultants ( )
7. other, specify_____ ( ) 25

F. Please indicate the objectives of this training program. (select as many as necessary)

0. introduction to new instructional techniques	1. yes ( ) 2. no ( )	26
1. introduction of new content material	1. yes ( ) 2. no ( )	27
2. utilization of instructional equipment and materials	1. yes ( ) 2. no ( )	28
3. measurement, evaluation and reporting	1. yes ( ) 2. no ( )	29
4. general orientation to the philosophy of compensatory education	1. yes ( ) 2. no ( )	30
5. culture and personality of the educationally disadvantaged	1. yes ( ) 2. no ( )	31
6. types of learning disabilities	1. yes ( ) 2. no ( )	32
7. project planning and design	1. yes ( ) 2. no ( )	33
8. utilization of ancillary services (e.g. guidance)	1. yes ( ) 2. no ( )	34
9. utilization of other resources (e.g. library, community)	1. yes ( ) 2. no ( )	35

G. Please indicate the number of personnel of the following types who participated in this training program, during the 1970-71 academic year.

Regular classroom teachers		36-38
Special teachers, (other than compensatory teachers) Ex: itinerant music teachers		39-41
Compensatory teachers		42-44
Guidance counselors		45-47
Social Workers		48-50
School principals		51-53
Other professional personnel		54-56
Parents		57-59
Teacher aides		60-62
Others		63-65

H. What was the total cost of this training program?

$ [ ][ ][ ][ ][ ] . [ ][ ]
66 72

[3][3]
79 80

IF THERE ARE NO FURTHER TRAINING PROGRAMS TO DESCRIBE, YOU ARE FINISHED WITH THIS QUESTIONNAIRE.

R H O D E I S L A N D S T A T E A G E N C Y

F O R

E L E M E N T A R Y A N D S E C O N D A R Y E D U C A T I O N

COMPENSATORY EDUCATION EVALUATION FORM

(71-B)

PUPIL INFORMATION

READING

E L E M E N T A R Y A N D S E C O N D A R Y E D U C A T I O N A C T

T I T L E I

F.Y. 70-71 ANNUAL EVALUATION REPORT

MESSAGE TO THE TEACHER

Teachers know their pupils well, sense their needs, and observe their changes. It is with this basic fact in mind that the Title I Office of the Rhode Island State Agency for Elementary and Secondary Education turns to you, the classroom teacher, to assist us with our annual evaluation study.

Individual Pupil Information Forms have been designed to accumulate data regarding pupils who are enrolled in your Title I, ESEA Reading and/or Reading Related Class. The data requested are designed (1) to identify those project elements which insure the greatest effectiveness in programs for the academically disadvantaged, (2) to determine which new approaches are being used successfully with the academically disadvantaged, (3) to provide measurable data in relation to the child's achievement, and (4) to provide reliable demographic information pertinent to the Title I child. By collecting responses throughout the State and analyzing the patterns into which children fall, it should be possible to come closer than ever before to answering these very difficult and important questions.

The Pupil Information Forms have been designed to draw on the special knowledge and the experiences which you, as a teacher, have had in your day-to-day encounters with your students. The individual questions may seem obvious to you, but your answers to each question are important to the usefulness of this evaluation study.

Your sympathetic care and strict accuracy in following each instruction is sincerely requested. What you and other teachers have observed about students will eventually extend the ability of compensatory programs to meet these childrens' needs.

The evaluation covers only those participants enrolled in Reading and/or Reading Related Activities. When the study is completed, its findings will be shared with you. The anonymity of all respondents to questionnaires and the confidentiality of their replies will be scrupulously observed.

Thank you for your cooperation.

You have been issued 75 sets of pre-coded IBM cards. The numbers in the upper left hand corner are the project and teacher identification numbers. These numbers are repeated on each of the cards necessary to complete this questionnaire. The last digit(s) of the identification number represents the pupil number. Please assign one number (card set) to each child in the compensatory program for whom you are completing this evaluation questionnaire. It is important that you record the child's name and code number for future reference.

Upon completion of the questionnaire, please recheck to insure that none of the questions have been omitted and return the completed sets of IBM cards to the project director. If it has been absolutely impossible to obtain a piece of information, place an explanation and the card(s) in an envelope.

If you have any further questions concerning the completion of the questionnaire, please contact your local project director or Edward T. Costa, Coordinator, Compensatory Education--277-2841.

The cards are due at the State Agency by October 30, 1970.

INSTRUCTIONS FOR FILLING PUPIL IBM CARDS

SPECIAL NOTICE: Please read these instructions before starting to fill the IBM cards!

1. Use only special soft lead IBM or electrographic pencils such as those used in test scoring to mark the cards. Do not use hard lead, ink, ball point pens, or crayon.

2. Mark only within the ovals. Press down and fill in complete oral with heavy lead mark.

3. Do not make marks or write anywhere on the cards except within the ovals.

4. Do not make more than one mark in a column; be sure to mark initial zeroes.

5. Do not fold, bend, or staple the cards, and do not use paper clips to hold the cards together.

6. Each card column on the IBM Mark Sense Card is compatible with the question on the project pupil information form. The question number, and card column are indicated for your convenience. Unnecessary positions have been excluded from the card and your response will conform to the selections on the questionnaire.

Please complete the following questions within the space provided on the IBM Mark Sense Card. Do not use 0's unless requested to do so. The numbers on the questionnaire correspond to the Mark Sense positions on the card.		
1. Indicate the month and year in which this child was born. (Mark 01 for Jan., etc.) Do not mark day of the month.	1	6-9
2. In what grade is this pupil? (for grades 1-12 mark 01-12, Pre-school 13, Kindergarten 14, Special Education 15)	1	10-11
3. What is this pupil's sex? 1. Male ( ) 2. Female ( )	1	12
4. To what ethnic group does this child belong? 1. Negro (foreign born) 4. White (foreign born) 2. Negro (native born) 5. Oriental 3. White (native born) 6. Other	1	13
5. For how many years prior to this one has this child participated in a Title I reading program? 0. none 1. one year 2. two years 3. three years 4. four years 5. five years	1	14
6. What type of school does this child attend? 1. Public 2. Parochial 3. Private	1	15
7. How many times has this pupil been retained in a grade? 0. never 1. once 2. twice 3. three times 4. four or more times	1	16
8. What is this pupil's I.Q.? (e.g. I.Q. 95 mark 095)	1	17-19
9. What I.Q. test was used for the score recorded above? (See list provided for code number)	1	20-21
10. In your opinion which type of factor has contributed most significantly to this child's educational limitation? 1. physical (eyesight, nutrition, etc.) 2. psychological (emotional disturbance in child or at home) 3. academic (poor attendance, poor teacher, etc.) 4. cultural background (lack of experience, limited exposure to books, etc.)	1	22

	card no.	card column
11. What is the primary basis for selecting this child to participate in this program. Mark only one. 1. evidence of inconsistency between achievement and projected potential (need for remediation) 2. evidence of below grade achievement on standardized tests or in teacher-assigned marks (slow learner) 3. classroom behavior problems 4. another basis not listed here 5. I do not know basis for selection	1	23
12. Which of the following best describes the single major design of the compensatory program in which this child is participating? Mark only one. 1. remedial/corrective 4. diagnostic 2. tutorial 5. developmental 3. readiness 6. other	1	24
13. Is this pupil's father on active duty with the military? 1. no 2. yes, enlisted status 3. yes, officer status	1	25
14. Which of the following best describes the neighborhood in which this pupil lives? Mark only one. 1. primarily residential 2. primarily commercial or industrial 3. both residential and commercial 4. primarily rural, farm or open country	1	26
15. Which of the following do you consider to be this pupil's most immediate need in terms of his making progress toward school-related goals. Mark only one. 1. more adequate diet 2. medical services 3. psychiatric or psychological services 4. enrichment activities	1	27
16. If you were able to order instructional materials specifically for this child, how would your choice compare with the materials presently available for working with him. 1. The same as what is now available. 2. All of what is now available plus some additional materials 3. Some of what is now available 4. Some of what is now available plus some additional material. 5. Totally different materials from those which are now available.	2	6
17. How would you describe the relationship between the design of this reading program and this child's individual needs? 1. The design of the program, as it stands, is compatible with this child's needs. 2. The design of the program permits modifications to meet this student's needs. 3. The design of the program is not suitable and cannot be sufficiently modified for meeting the needs of this child.	2	7

	CARD no.	CARD column
18. When was the pretest administered? 1. April of preceding academic year 2. May of preceding academic year 3. June of preceding academic year 4. September of this academic year 5. October of this academic year 6. November of this academic year 7. December of this academic year 8. January of this academic year 9. February of this academic year	2	8
19. Are you recording pretest scores from the Gates-McGinities 1. yes 2. no	2	9
IF YOU HAVE MARKED "NO" TO THIS QUESTION HAVE YOUR LOCAL TITLE I DIRECTOR CALL THIS OFFICE FOR INSTRUCTIONS ON RECORDING YOUR PRETEST SCORES.		
20. Please record the appropriate form of Gates-MacGinitie. 01. Readiness 02. Primary A, Form 1 03. Primary A, Form 2 04. Primary B, Form 1 05. Primary B, Form 2 06. Primary C. Form 1 07. Primary C. Form 2 08. Survey D. Form 1 09. Survey D, Form 2 10. Survey D, Form 3 11. Survey E, Form 1 12. Survey E. Form 2 13. Survey E, Form 3 14. Survey F, Form 1 15. Survey F, Form 2 16. Survey F, Form 3	2	10-11
IF THE READINESS TEST WAS USED, RESPOND TO QUESTION 21. IF ONE OF THE ACHIEVEMENT TESTS WAS USED, RESPOND TO QUESTION 22.		
21. Record the total weighted score and the readiness percentile score for this pupil.	2	12-15
22. Record the raw score, standard score, and percentile score for this pupil in both vocabulary and comprehension	2	16-27

CODE SHEET FOR QUESTION NO. 9 ON FORM 71-B

INTELLIGENCE TEST	CODE NUMBER
California Test of Mental Maturity	01
Chicago Non Verbal Examination	02
Henmon Nelson Test of Mental Ability	03
Lorge Thorndike Intelligence	04
Otis Quick Scoring Mental Ability Test	05
SRA Primary Mental Abilities	06
SRA Tests of General Ability	07
Stanford Binet Intelligence Scale	08
Wechsler Intelligence Scale for Children	09
Slosson (S.I.T.)	10
Otis Lennon Mental Ability Test	11
Peabody Picture Vocabulary	12
Kuhlman Anderson Intelligence Test	13
Goodenough - Harris	14
SRA Tests of Educational Ability	15
SRA Short Test of Educational Ability	16
SRA Pictorial Reasoning Test	17
Ohio State University Psychological Test	18

APPENDIX

The use of testing in the evaluation of Title I Reading Programs is intended to provide the United States Government Evaluation Program with the "hard" data it requests on its annual evaluation form. This form explicitely rejects "testimonials" as a form of evidence. In effect, the continuance of funding for Title I Programs may well depend upon the ability of programs to demonstrate change by the use of nationally standardized tests.

At the same time, we hope that local use also be made of the test data, for the improvement of the effectiveness of individual Title I Programs. The state office is carefully examining the data from each year's evaluation to see what relationships between achievement and program characteristics can be discerned.

For both of these purposes, we need test data which will be sensitive to the changes programs are making in children. To do this truly adequately, we might need exact specification of objectives for <u>each</u> child in the program and evidence of that child's progress toward his objectives. Obviously, and unfortunately, we cannot do this for thousands of children.

The system we are using represents a compromise. We should make it clear that in no sense are we running a "horserace" design. We are not trying to encourage competition among LEA's for the greatest gain scores. In all our reports, the identity of LEA's has been concealed.

In selecting a test to use in measuring change, we are somewhat less concerned with comparability of systems than we are with comparability of sensitivity to individual differences in performance. For this reason, we want to test each child with that form of the test which is most appropriate for his reading level, a level which may not match his grade level in school. "Use the level of test (A, B, C, D, or E) Which is most appropriate for the actual reading level of the child without regard for the grade placement? Keep an accurate account of the level and form of the test used."

Some guidelines which may be useful in selecting level of test to be used follow.

GUIDELINES

GRADE	CATEGORY	FORM OF TEST
K	all	Use the Readiness test for both pre- and post-testing.
1	Regular and severely retarded repeaters	Use the Readiness test in the fall; use Readiness or Primary A, Form 2 in the spring.
	Other repeaters	Primary A, Form 1 in the fall; Primary A, Form 2 in the spring
2	Severely retarded readers	Use Regular grade 1 scheme.
	Regular and repeaters	Primary B, Form 1 in the fall; Primary B, Form 2 in the spring
3	Severely retarded readers	Use Regular grade 2 scheme, if last reading score (spring of grade 2) was 2.0 or lower.
	Regular and repeaters	Primary C, Form 1 in the fall; Primary C, Form 2 in the spring
4	Severely retarded readers	Use Regular grade 3 scheme, if last reading score (spring of grade 3) was 3.0 or lower.
	Regular and repeaters	Use Survey D, Form 1 in the fall; use Survey D, Form 2 in the spring.
5,6	Severely retarded readers	Use Regular grade 3 scheme, if last reading score (spring of grade 4 or 5) was 3.0 or lower.
	Others	Use Regular grade 4 scheme.
7,8	Severely retarded readers	Use regular grade 4 scheme, if last reading score (spring of grade 6 or 7) was 4.0 or lower.
	Others	Survey E, Form 1 in the fall; Survey E, Form 2 in the spring
9	Severely retarded readers	Use Regular grade 4 scheme, if last reading score (spring of grade 8) was 5.0 or lower.
	Others	Use scheme for grade 7 and 8 Others.
10-12	Severely retarded readers	Use scheme for grade 7 and 8 Others, if last reading score (spring of previous year) was 6.0 or lower.
	Others	Survey F, Form 1 in the fall; Survey F, Form 2 in the spring.

POST PROJECT INFORMATION 71-C

MESSAGE TO THE TEACHER

Teachers know their pupils well, sense their needs, and observe their changes. It is with this basic fact in mind that the Title I Office of the Rhode Island State Department of Education turns to you, the classroom teacher, to assist us with our annual evaluation study.

Individual Pupil Information Forms have been designed to accumulate data regarding pupils who are enrolled in your Title I, ESEA Reading and/or Reading Related Class. The data requested are designed (1) to identify those project elements which insure the greatest effectiveness in programs for the academically disadvantaged, (2) to determine which new approaches are being used successfully with the academically disadvantaged, (3) to provide measurable data in relation to the child's achievement, and (4) to provide reliable demographic information pertinent to the Title I Child. By collecting responses throughout the State and analyzing the patterns into which children fall, it should be possible to come closer than ever before to answering these very difficult and important questions.

The Pupil Information Forms have been designed to draw on the special knowledge and the experiences which you, as a teacher, have had in your day-to-day encounters with your students. The individual questions may seem obvious to you, but your answers to each question are important to the usefulness of this evaluation study.

Your sympathetic care and strict accuracy in following each instruction is sincerely requested. What you and other teachers have observed about students will eventually extend the ability of compensatory programs to meet these childrens' needs.

The evaluation covers only those participants enrolled in Reading and/or Reading Related Activities. When the study is completed, its findings will be shared with you. The anonymity of all respondents to questionnaires and the confidentiality of their replies will be scrupulously observed.

Thank you for your cooperation.

INSTRUCTIONS FOR FILLING OUT

PUPIL DATA SHEETS

SPECIAL NOTE: Please read these instructions CAREFULLY before starting to fill in the Pupil Data Sheets.

As you will notice there has been a change in the procedure for collecting data regarding pupils who are enrolled in your Title I, ESEA Reading and/or Reading Related Class. We have found that the filling out of IBM cards promoted many problems in collecting full and accurate data on your pupils. These forms have been designed to allow a great amount of latitude in handling and with your cooperation we hope to give more accurate and concise data in return.

A few procedures that should be observed are listed below:

1. Fill in all boxes unless the question states otherwise.

2. Write clearly and legibly. There is no need for special pencils but clarity is of utmost importance.

3. Try to keep the sheets as clean as possible. This will avoid us coming back to you for repetitive information.

4. If you are asked to give a number response and there are three boxes and your answer only has two digits, precede your number with a zero, i.e. [0][6][0]. You can see the problem that might arise if you place your response of 60 in the first two boxes, we might interpret it as 600.

We hope that these new forms will make your job of data collection much easier, if you have any further questions concerning the completion of the data sheets, please contact your local project director. If these questions cannot be answered at the local level, then contact --

Mr. Gerry Leonard
Office of Compensatory Education
Telephone No. 277-2841

The data sheets are due in the Title I Office no later than May 27, 1971.

COMPENSATORY EDUCATION EVALUATION FORM 71-C

POST-PROJECT PUPIL INFORMATION

The answers to the questions on compensatory education evaluation survey form 71-C are designed to give information on the pupil near or at the termination of the program. These questions focus on the services rendered to children through their compensatory education program.

	BOX NO.
1. As of May 15th how many days has this pupil been absent from his Title I Program during the time of his enrollment in this Program?	16-17
2. How many home visitations were involved as an integral part of this pupil's compensatory education program?	18-19
3. How many of these visitations were made by each of the following? 1. social worker 2. teacher 3. psychologist 4. liaison person 5. guidance counselor The sum of these five numbers must equal the answer to question No. 2	20-29
4. Has this pupil been administered individualized standardized tests of any nature? 1. yes 2. no	30
5. If you answered "yes" to question number four, please indicate the type of test(s) administered. 1. intelligence 1. yes 2. no 2. aptitude 1. yes 2. no 3. diagnostic 1. yes 2. no 4. achievement 1. yes 2. no	31-34
6. Has this child had a detailed psychological assessment by a clinical psychologist or psychiatrist? 1. yes 2. no	35
7. What were the number of weeks spent by this pupil in the Title I compensatory activity during the duration of this project? 1. less than six weeks 2. 6-11 weeks 3. 12-17 weeks 4. 18-23 weeks 5. 24-29 weeks 6. 30-36 weeks	36

	BOX NO.
8. How many total hours were spent in this Title I compensatory activity during the project?	37-39
9. Some reading programs spend all the available time on reading activities; other programs include less directly reading related activities like field trips. What of the descriptions below best typifies your program? 1. 100% of the time on reading, 0% on other activities 2. 75% of the time on reading, 25% on other activities 3. 50% of the time on reading, 50% on other activities 4. 25% of the time on reading, 75% on other activities	40
10. Has this child received any of the following services <u>funded by this Title I program</u>? 1. guidance and counseling — 1. yes 2. no 2. speech and/or hearing — 1. yes 2. no 3. mental health service — 1. yes 2. no 4. nutritional service — 1. yes 2. no 5. sex education — 1. yes 2. no 6. treatment or therapy for physical health — 1. yes 2. no	41-46
11. Has this child received any of the following services <u>funded by the local school system</u>? 1. guidance and counseling — 1. yes 2. no 2. speech and/or hearing — 1. yes 2. no 3. mental health service — 1. yes 2. no 4. nutritional service — 1. yes 2. no 5. sex education — 1. yes 2. no 6. treatment or therapy for physcial health — 1. yes 2. no	47-52
12. If this child's compensatory program is designed to overcome an educational deficiency or to increase performance commensurate with his ability, were the services supplemental to the regular school program? Example: the child received remedial reading in addition to the regular classroom reading. 1. yes 2. no	53
13. Did this child leave his compensatory program before its regular termination time? 1. yes 2. no	54

	BOX NO.
14. What was the reason for his leaving? 1. attainment of a reading level commensurate with his ability 2. family moving 3. parental dissatisfaction with the program 4. child's dissatisfaction with or loss of interest in program 5. child's failure to adjust to program 6. other 7. did not leave program	55
15. Which of the following responses best describes the pupil's participation in this compensatory program? 1. left program and did not return 2. left program because he attained a reading level commensurate with his ability but then returned to the compensatory program 3. left program for reason other than #2 and then returned 4. did not leave program	56
16. Has this child been diagnosed by competent medical or psychological authority as handicapped in any of the following categories? (Please record the major handicap only) 1. mentally retarded 2. hard of hearing 3. deaf 4. speech impaired 5. crippled 6. visually handicapped 7. seriously emotionally disturbed 8. other health impaired 9. no handicap has been diagnosed	57
17. Have this pupil's parents communicated with the compensatory teacher or classroom teacher about his program in reading? 1. compensatory teacher 2. classroom teacher 3. both 4. neither	58
18. The test information you will provide for this child was obtained from: 1. tests regularly given to all pupils in this grade throughout this school system 2. tests administered in relation to the Compensatory Education Program	59

	BOX NO.
19. Which <u>one</u> of the following best describes the objective of the reading activity for which the test results are recorded? 1. to increase reading readiness 2. to increase reading skills in general 3. to increase reading vocabulary skills 4. to increase reading comprehension skills 5. to improve language arts and/or communication skills 6. other	60
20. When was the post-test administered? 1. October of this school year 2. November of this school year 3. December of this school year 4. January of this school year 5. February of this school year 6. March of this school year 7. April of this school year 8. May of this school year 9. June of this school year	61
21. Are you recording post-test scores from the Gates-MacGinitie? 1. yes 2. no	62
IF YOU HAVE MARKED "NO" TO THIS QUESTION RECORD THE POST-TEST SCORES OF THE SAME TEST THAT WAS USED FOR THE PRETEST.	
22. Please record the appropriate form of Gates MacGinitie. 01. Readiness 02. Primary A, Form 1 03. Primary A, Form 2 04. Primary B, Form 1 05. Primary B, Form 2 06. Primary C, Form 1 07. Primary C, Form 2 08. Survey D, Form 1 09. Survey D, Form 2 10. Survey D, Form 3 11. Survey E, Form 1 12. Survey E, Form 2 13. Survey E, Form 3 14. Survey F, Form 1 15. Survey F, Form 2 16. Survey F, Form 3	63-64

IF THE READINESS TEST WAS USED, RESPOND TO QUESTION 23, IF ONE OF THE ACHIEVEMENT TESTS WAS USED, RESPOND TO QUESTION 24, DO NOT ANSWER BOTH	BOX NO.
23. Record the total weighted score for this pupil.	65-66
24. Record the raw score for this pupil in both vocabulary and comprehension.	67-70

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATIONS
DEPARTMENT OF EDUCATION
Hayes Street, Providence, Rhode Island 02908

Fred G. Burke, Commissioner

SUMMARY OF THE FISCAL YEAR 1970-1971 ANNUAL EVALUATION OF READING PROGRAMS

During the academic year 1970-1971, several communities in the State of Rhode Island received funds under Title I of the ESEA of 1965 for the operation of reading and reading-related programs for educationally deprived children. Since the State Department of Education is required by law to submit to the U.S. Office of Education annually an evaluation of programs operated within the State during that year, we enlist the aid of these local communities to provide us with information about the programs, their operation, the children they serve, and the educational achievement of the participants.

A detailed State analysis is made of the educational achievement of project participants in grades 1 through 10 on whom pre- and post-test scores on the Gates-MacGinitie Reading Tests are available. For the year 1970-1971, this analysis was conducted on 3535 children in the State.

The pre-test results clearly show that those children selected to participate in Title I reading programs were substantially below their expected grade equivalent scores based on their grade placement. In the past, these children had been making average gains of .3 months per month in school rather than the expected 1.0 months gain per month in school.

Post-test results on these same children showed that the gains made following the children's participation in Title I reading programs averaged 1.4 months gain per month in program. That gain represents not only a significant improvement over their pre-Title I reading progress but also represents a level of improvement in excess of usual gains of about 1.0 month gain per month in school.

May, 1972

TABLE I

1970-1971 TITLE I READING ACHIEVEMENT DATA

Grade	Combined Pre-Test	Combined Post-Test	Prior Average Monthly Gain	Average Monthly Gain
1 (N-64)*	1.4	2.3	.4	1.7
2 (N-977)	1.4	2.3	.2	1.1
3 (N-863)	2.0	3.0	.3	1.4
4 (N-437)	2.6	3.6	.4	1.3
5 (N-378)	3.3	4.5	.4	1.2
6 (N-308)	4.1	5.0	.5	1.2
7 (N-277)	4.5	6.2	.5	2.6
8 (N-81)	5.0	6.9	.5	2.8
9 (N-150)	6.6	7.8	.6	2.6
TOTAL (N-3535)			.3	1.4

*Repeaters

Table 1 presents the data for the 3535 children on whom there is pre-test and post-test data available. All children in the programs were designated to be problem readers at the outset and the pre-test results clearly indicate that they were. Their average reading level was well below grade level, and became increasingly so with advancing grade placement.

By the conclusion of their Title I program, these problem readers made gains in reading scores greater than expected by the average child their age. As a result, while still not reading "at grade level" by year's end, the typical pupil had overcome a previous tendency to fall increasingly behind in school and instead was catching up with his peers, sometimes at a startling rate.

The prior average monthly gain in all grade levels had been between .2 and .6 months per month in school. The average monthly gain taking place during the 1970-1971 Title I programs was between 1.1 and 2.8 depending on the grade level involved. At every grade level the rate of learning this year exceeded the average rate of all previous years of schooling.

A D D E N D U M

In the current academic year, 25 communities are conducting reading projects funded under Title I, ESEA and State Compensatory Aid. In alphabetical order, they are:

Central Falls
Chariho
Cranston
East Providence
Exeter-West Greenwich
Foster-Glocester
Jamestown
Johnston
Lincoln
Middletown
Narragansett
Newport
North Providence
North Smithfield
Pawtucket
Portsmouth
Providence
Richmond
Scituate
South Kingstown
Tiverton
Warwick
Westerly
West Warwick
Woonsocket

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